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ABSTRACT

The guide outlines an interdisciplinary seventh grade course on urban studies focusing on the city of Bethlehem and the Lehigh Valley in Pennsylvania. By comparing the city of Bethlehem with other urban centers in the nation the student gains an understanding of the following: 1) the development of urban centers; 2) the increasing role played by cities in national life; 3) problems faced in urban areas and how they might be solved; 4) the life of the people who reside in cities; 5) the rights and values of others. Suggested teaching strategies include questioning techniques, classroom discussion, surveys, research, field trips, role playing, games and creative writing. Language arts teachers work closely with social studies teachers in a team teaching effort: oral and written communication skills are taught within the context of realistic situations provided by the social studies. The guide consists of the following five units: 1) Social/Mass Media; 2) Economic/Short Story and Novel; 3) Government/Drama; 4) Physical Structures/Poetry; and 5) A Vision of the Future. An overview, concepts to be taught, objectives, social studies and language arts resource materials, names of local resource people, teaching strategies, and individual and small group activities are provided for each unit. (Author/RM)

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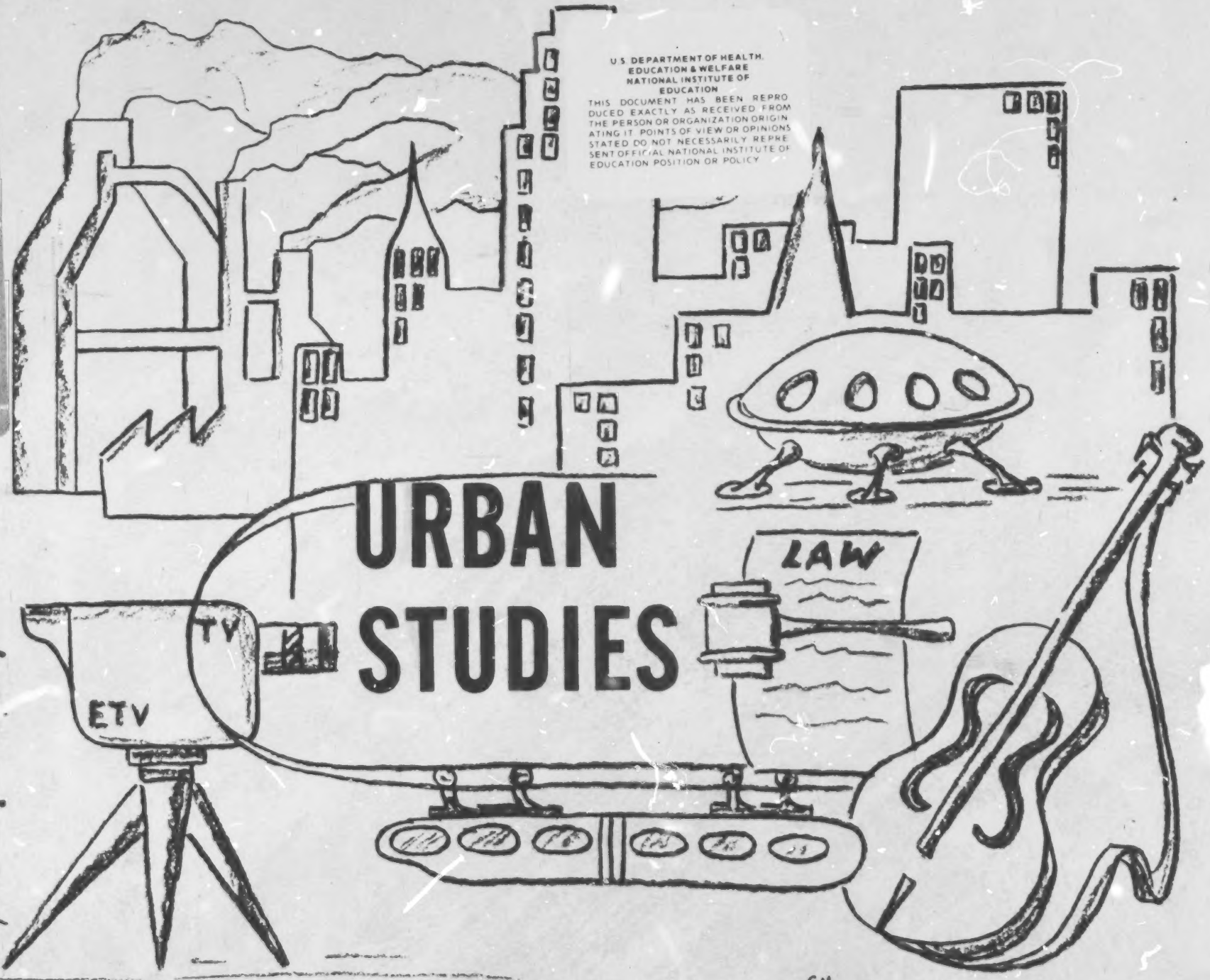

SO 007 314

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URBAN STUDIES

STRATEGIES *for* TEACHING

An interdisciplinary approach to language arts and social studies

BETHLEHEM AREA SCHOOL DISTRICT

FIRST DRAFT 1972
REVISED 1973

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Bethlehem, Pennsylvania

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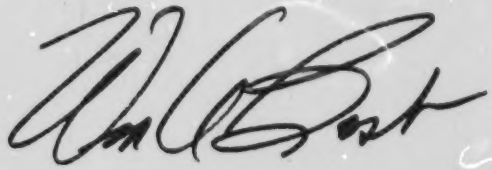
FOREWORD

You can get to the top of an oak tree two ways—by sitting on an acorn or by climbing. In the case of Urban Studies, a lot of people chose to climb.

We acknowledge gratefully those teachers, principals, and coordinators who contributed so much in the development and implementation of this course. We owe a great deal to the seventh graders of 1972-1973 and to their parents for helping us in debugging the program and for their charitable attitudes toward our minor errors.

With deep gratitude we dedicate this Guide to all the climbers who made it possible.



William A. Bost
Superintendent of Schools

September 1973

WPC

PREFACE

There is a bit of the Roman god Janus in all of us. We live today but look back and forward as we try to understand the present. To help the adolescent acquire these most difficult perspectives should be a primary thrust of the junior high curriculum.

The creative skill and the innovative daring of the writing team and the language arts and social studies teachers at the four junior high schools have provided this opportunity to students of seventh grade. As the adults have reached out to include all dimensions of the human experience in this curriculum, they have opened a window to the past and the door to the future for the emerging adults with whom they shared a year of learning.

Again the principals, the coordinators and the teachers of the Bethlehem Area School District have demonstrated what a tremendous drive there is to do better what we have done well in the past.

Rebecca W. Stewart

Dr. Rebecca W. Stewart
Assistant Superintendent,
Division of Instruction

September 1973

WPC

INTRODUCTION

This seventh grade course represents an effort to blend the insights and content of several branches of social studies - history, geography, anthropology, sociology, political science, and economics in an introductory study of the urban scene with a focus on Bethlehem and the Lehigh Valley. A further interdisciplinary element is added by combining the teacher of language arts in a team situation. Through the knowledge and expertise of a skilled language arts teacher, students' oral and written communication skills are assessed and appropriate instruction provided. The mechanics of language are introduced when and as they are needed to facilitate the transmission of ideas. The goal of the language arts curriculum is to provide the arts and skills of communication within the context of realistic situations provided by the social studies. This functional approach to language arts instruction is most effectively accomplished through the team approach. Activities related to music and art are introduced into the various units of the course wherever they seemed natural and would add interest to round out the total picture.

The curriculum guide which follows is just that, a guide to be used in a flexible manner and not slavishly followed. It is the result of the creative efforts of a team of seventh grade social studies, language arts, music, art teachers, and curriculum coordinators. We are grateful for the direction and advice received from Pennsylvania Department of Education Subject Matter Advisors and outside consultants.

The course seeks to balance both content and process, with emphasis upon the latter. It is hoped that while dealing with the concepts drawn from the social sciences and language arts, the students will sharpen such important skills as *reading, writing, critical thinking, problem solving, oral presentation, discussion, and the techniques of research.* It is important that the student understand the development of urban centers, the increasing role played by cities in national life, problems faced in urban areas today and how they might be solved, and the life of the people who reside in our cities. It is of prime importance that the student grow in the realization of his own identity and in respect for the rights and values of others.

The course in Urban Studies is divided rather arbitrarily into five units - *Social/Mass Media, Economic/Short Story and Novel, Government/Drama, Physical Structures/Poetry and A Vision of the Future.* Teachers will recognize at once that there is a considerable amount of overlapping. It was unavoidable, and we feel proper, that many concepts, processes, and even suggested activities occur in several of the units. As the course progresses, it may be that different groups of students will become engaged in similar activities within several units, or utilize the same concepts and processes again and again but with a different emphasis or approach. The time sequences suggested for each unit are just that, suggestions. However, every effort should be made to coordinate the specific unit with the designated field trip for that unit so that the best learning situation is achieved.

It is recommended that all junior high schools begin the course with the Social Unit and end together with A Vision of the Future. For purposes of sharing limited materials, two schools will work together on the remaining three units according to a schedule supplied by the District Curriculum Center.

The following is a series of points which the writing team felt would assist individual teachers in the use of the guide and in the conduct of the course:

1. Each unit is divided into several sub-units. A list of social studies resources and materials follows each sub-unit, while a list of language arts resources and materials follows each total unit. Related music and art resources and materials can be found on the lists of social studies resources and materials after each sub-unit. A collection of various games, reprints, etc., related to the individual units is contained in a separate loose-leaf binder entitled Supplementary Ideas and Resources (SIR).

2. Each sub-unit is introduced with an overview and general objectives in both social studies and language arts. The language arts objectives are subdivided to include literature and a listing of the functional skills. Principal concepts and processes to be developed are also listed.

   Each sub-unit contains a number of performance objectives which students are expected to achieve compatible with their individual abilities. These objectives are matched with numbered teaching strategies which should lead to the attainment of the performance objectives. These strategies are divided across the pages into total class, small group, and individual. It is highly possible that a teacher will find some of these strategies interchangeable. That is, a suggested small group activity may very well prove more appropriate as a total class or individual activity or vice versa. Teachers are encouraged to experiment for maximum effectiveness.

3. Teachers are urged to make use of the Teacher Notes column, evaluating the various strategies used and noting new ideas tried and additional resources located. This is essential to the success of team meetings and possible future revision.

4. Planning is the basic ingredient of this curriculum. The more thorough the planning by team members and with members of other teams, the greater will be the possibility of achieving a good learning situation with less frustrations for the teachers. Whenever possible, it will be advantageous to include the reading teacher, music and art teachers, librarian, guidance counselor, department chairman, assistant principal, principal, and/or curriculum coordinator in team planning sessions. Teachers will find several opportunities where consultation and coordination with mathematics, science, industrial arts, and home economic teachers will be helpful. The sharing of materials, scheduling of field trips and resource speakers, and possible exchange of teaching stations will all require thorough team planning in a spirit of cooperation. The good-natured and purposeful sharing of materials and teaching stations by teachers can be a worthwhile learning experience for the students within their classes.

5. Since certain basic skills such as conducting an interview, individual contributions and cooperative behavior in small group work, etc., are practiced throughout the course, it would be well to conduct early orientation for students in these techniques. In fact, the Social unit begins the year's work with a sub-unit on *Group Dynamics* which attempts to accomplish this very important goal.

6. *A Vision of the Future* was planned as a culminating unit, but since this idea should be developing during the progress of the course, students ought to be informed of this final goal at the beginning of the year. They can then identify certain projects or topics which hold significant interest for them and collect data and resources for the final unit. During the year the students might undertake individual reports or several students might cooperate in group projects which cannot be completed at the conclusion of that particular learning unit (i.e., topics such as The Development of a Cultural Arts Center; Downtown Redevelopment; Architectural Design in Housing, Bridges, Public Buildings; New Trends in Recreation; Transportation in the Lehigh Valley - Past, Present and Future). These could be ticketed for completion during the final unit.

   Teachers should be aware of the possibility of combining individual students into "interest groups" to gather information throughout the year and to plan for a group presentation to the entire class, to several classes, or to the seventh grade in another junior high school during the *Vision of the Future.*

7. There is no single text in language arts and while a text is being used in social studies, it is only referred to at intervals. Greatest reliance should be made on the idea of using a variety of materials - supplementary readings, audio-visual materials, handouts from the multimedia kits, and simulation games.

8. It would be well to suggest to students at the inception of the course that a notebook of major ideas and conclusions, definitions, examples, summaries of projects and reports be kept as a record of each unit for further reference. However, a traditional notebook filled with copious facts is discouraged.

9. The teacher's evaluative system should be explained to the class at the beginning of the year, taking into account the weight to be given to student contributions - projects and surveys (individual and group), reports, participation in simulation games and class discussions, essays, and tests. The use of student contracts is strongly encouraged and when their use is planned, a thorough orientation to the procedure, evaluation, and teacher expectations should be carried out.

10. Four district-wide field trips have been planned, and teachers should make every effort to coordinate the appropriate learning activities to coincide as closely as possible with these trips. Consult schedule to determine when your school will be taking each of the following:
    a. Homer Research Observation Tower
    b. Bethlehem Steel Plant Tour
    c. Tours of Local Industry, sponsored by Americans for the Competitive Enterprise System (ACES).
    d. Wild Creek Reservoir

    Any additional field trips should be requested according to the usual procedure. That is, obtain a bus requisition form at least four weeks in advance from your principal. Before filling out this form and making arrangements with personnel at your destination, call Mrs. Rose Marie Bley, secretary to Dr. Rebecca Stewart, to ascertain open dates on bus schedule.

Field trips will prove much more meaningful and serve to promote good learning situations by building in pre- and post-tour activities and discussions. Whenever it seems practical, a response sheet to be completed during or after the tour should be developed for completion by the students.

11. The newly developed Bethlehem School District Resource Speaker list can be utilized where feasible, following the procedure outlined. In addition, teachers are encouraged to contact other resource personnel since the list is quite limited and is only a beginning. Students can help in identifying and obtaining speakers, developing questions, participating in the dialogues, and handling letters of appreciation.

12. The Telephone-in-the-Classroom should prove of real assistance in allowing classes to make direct contact with resource people without the necessity of leaving the school or asking busy people to interrupt their work schedules to travel to the school.

    A portable telephone with amplification attachment will be on hand in your principal's office, and upon request to him can be plugged into a jack in a pre-arranged classroom. As with so many of the features in this Urban Studies course, proper planning is necessary. Once a resource person has been contacted well in advance to expect a call from your students at a certain hour on a designated day, the arrangements should be made with your office to reserve the phone and the extension line for that particular time. Since the portable phone will tie into one of the existing lines in your school, it is essential that your office knows in advance that calls should not be made on that line during the reserved period.

    Again, students have an important part to play in the planning and post-interview stage, and certainly in the actual interview. You may wish to have the dialogue taped for replay and analysis. Thank you letters would again be obligatory.

    The interview might spark interest for follow-up study on the part of individuals or groups, further class research, correspondence to clarify certain points, or another telephone interview with the same person or with others of different views.

13. Teachers would be well advised to begin amassing a file of newspaper and periodical articles dealing with urban life and problems for possible reproduction or to act as discussion starters in total class or small group situations.

14. While one of the goals of the course is to stimulate comparative studies of Bethlehem with other urban centers in the nation and in other nations, you will probably find that our concentration has been largely local. It is desirable that teachers add comparisons to broaden the scope of the course. These suggestions can easily be made in the Teacher Notes column of the guide and shared during team meetings. We are depending upon teacher input to add breadth and variety to the course. On the other hand, a word of caution is in order. It is neither necessary nor desirable that a student be exposed to all of secondary social studies in the seventh grade. The student will study American Culture and World Cultures in subsequent grades in some depth.

15. The daily time allotted for the course is 2½ hours to include approximately 45 minutes each of social studies and language arts instruction. The additional time was built into the schedule to provide extension activities such as: field trips, individual and small group reading instructions, individual library research, group or individual projects, simulation games, audio-visual presentations, resource speakers and small instructional groups for students in need of skill reinforcement. The latter strategy is critical in the heterogeneous setting of an Urban Studies classroom.

16. Two teacher-made reading tests have been developed to assist the teacher in identifying able students who should be directed toward challenging individual projects as well as those students for whom special planning might be indicated. Teachers are encouraged to discuss these students with the reading teacher.

17. Since all classes are heterogeneous by design, it is imparative that team planning include educational opportunities for all students. Differentiated assignments should be carefully developed.

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September 1973

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TABLE OF CONTENTS

Foreword iii

Preface iv

Introduction v

Acknowledgements x

Social/Mass Media 1

Government/Drama 96

Economic/Short Story, Novel 176

Physical Structures/Poetry 268

Vision of the Future 308

SOCIAL

UNIT

SOCIAL UNIT

SUB-UNIT

Group Dynamics

What Is A City?

Cultural Survey of Student Ethnic/Racial Backgrounds
- Population
- Institutions
- Religion

LITERARY EMPHASIS: MASS MEDIA

(Suggested time – 8 weeks)

OVERVIEW:

As an introduction to the general pattern of the Urban Studies curriculum and the important use of small group activities, opportunities are provided to examine how individuals interact in group situations.

This unit is designed to achieve an understanding of the major elements involved in the make-up of a city. Through the use of various resources, the student will attempt to identify the human, man-made, and geographic elements of which an urban center is composed. Students should demonstrate some proficiency in the use of maps, charts, graphs, statistics and other resources which he will make use of throughout the course.

The major emphasis will be an introduction to the principal components of a city, what it has to offer its people, and the establishment of a base for the pupil's understanding of the ethnic and racial diversity of urban communities. It is important to this understanding that activities and experiences be provided to stress the contributions of the various ethnic and minority groups–customs, traditions, and religious backgrounds.

The essential question to be explored is:

How can various ethnic groups and minorities live together in such a way that cultural differences are respected? Specific details and facts are important only as they contribute to the larger understanding that similarities and differences of groups exist in society and each contributes to the total community.

OBJECTIVES:

SOCIAL STUDIES

..... To become familiar with the physical environment of the Bethlehem Area.
..... To gain actual experience in basic geographic skills such as understanding maps, interpreting charts and graphs, making field observations.
..... To recognize the importance of maps as a tool to geographic understanding.
..... To understand how the make-up of cities is changing and the significance of these changes.
..... To recognize the uniqueness and similarity of problems facing cities in the world today.
..... To investigate the population changes in urban areas, both as to dimensions of change and reasons for change.
..... To gain experience in the use of tools of inquiry, such as pictures, charts, maps and graphs.

SOCIAL STUDIES (Continued)

..... To determine where various groups settled in the area.
..... To become familar with the traditions, customs, and religions of the minorities living in the Lehigh Valley. (What is their cultural heritage–music, art, dance, sports, recreation?)
..... To compare settlement patterns in the Lehigh Valley Area with those in other urban centers of the nation.
..... To understand something of the problems encountered when people relocate.

LITERARY
Mass Media

..... To show understanding of the importance of mass media to individuals and to large populations.
..... To demonstrate the ability to perceive effects of television.
..... To demonstrate the ability to differentiate among statements of fact, fiction, opinion, and propaganda.
..... To demonstrate the ability to perceive the techniques and effects of advertising.
..... To demonstrate the ability to combine concepts, principles, and generalizations by producing a simple newspaper that includes examples of the following sections: classified, sports, theater, entertainment, social, editorial, news (local, state, national, foreign).

FUNCTIONAL

..... Reporting
..... Discussing
..... Outlining
..... Summarizing
..... Listening (Critical)
..... Paragraph Writing
..... Editorial Writing
..... Writing letters to the Editor
..... News story writing
..... Drawing cartoons
..... Headlining newspapers
..... Filmstrip Making
..... Preparing a Class Newspaper

SOCIAL UNIT

SUB-UNIT – GROUP DYNAMICS

CONCEPTS

1. Self-image
2. Social environment
3. Behavioral interaction
4. Dynamics of group processes
5. Work
6. Conflict resolution
7. Interdependence
8. Respect for the rights and values of others
9. Clarification of values
10. Objectivity
11. Acceptance of majority opinion
12. Motivation
13. Aggression
14. Frustration

PROCESSES

1. Critical thinking
2. Dramatization
3. Role playing
4. Draw inferences from printed and non-printed sources
5. Direct observation
6. Simulation
7. Comparative analysis
8. Self-analysis and self-evaluation
9. Goal-seeking
10. Decision making, individual and group

Performance Objectives	T E A C H I N G Total Class
1. Student will demonstrate an awareness of why he behaves the way he does.	1. a. Each student should take the "Learning Style Survey" to evaluate personal performance. b. "What The Group Wants," Chapter 18, activities section of *I'm Not Alone*. c. "Hiding Myself," Chapter 10 of *Becoming Myself*.
2. The student will be able to list groups to which he belongs.	2. "The Company I Keep," Chapter 3, activities section *I'm Not Alone*.
3. Students will be able to discuss why it is important to work in groups.	

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. "Don't Push Too Fast," Chapter 8, activity section of *I'm Not Alone*. Discuss what kind of person you would be if you never met with any success.	1. a. "Time Capsule," Chapter 1, activity section *Here I Am*. b. Composition on topic, "Who Am I?" Students should include experiences that have shaped their personalities as well as vital statistics.	
2. Collect pictures of people in one of the groups to which you belong. Combine for bulletin board.	2. In an essay, answer what group has had the biggest effect on me and how has it affected me?	
3. a. "A Group At Work," Chapter 13, activities section *I'm Not Alone*. Discuss why this group formed and what they could do together that they couldn't alone. b. Make up a list of things you can't do alone.	3. Find pictures of people doing work in groups that they can't do alone.	

Performance Objectives	T E A C H I N G Total Class
4. The student will be able to cope with some of the problems raised by group activity.	4. a. "Knowing I'm Alive," Chapter 2, activities section *Here I Am*. Discuss how awareness of others can benefit us as persons. b. "How I Feel Now," Chapter 3, *Becoming Myself*. Discuss the emotions that can arise when we deal with others. c. "Learning Where I Stand," Chapter 5 of *Becoming Myself* shows the difference between competition and cooperation. d. Play "Star Power" and discuss its ramifications on group behavior.
5. Given the opportunity to work in a group, the student will be able to evaluate both his own work and that of group members.	5. Groups will be randomly selected to work on a chart showing how people are different.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Role play some of the problems that can arise with group activities and show some possible solutions. eg. fighting someone being bossy someone who does nothing someone who can't do the work b. *Learning Discussion Skills Through Games*, Skill 2, "Organizing For Action," p. 21-22. c. *Learning Discussion Skills Through Games*, Skill 3, "Recognizing The Value of All Contributions," p. 25-26. d. *Learning Discussion Skills Through Games*, Skill 10, "Arriving At Consensus," p. 43-47.		
5. a. Groups meet to work on chart, choosing their materials and how to present topic. b. About halfway through work, stop and discuss group progress–(e.g., Are all working? Are cliques forming? Are we progressing toward our goal? Are we being kind to all in group?) c. When assignment is completed, student should fill out an evaluation sheet on himself and on others in group. Questions on sheet might include - 2 best contributions –– 2 ways to improve my ability –– I was _____ helpful or _____ not helpful.	5. Students keep their own evaluation sheet and are given those that the others in the group filled out on them. Review.	

SUB-UNIT – WHAT IS A CITY?

CONCEPTS

1. Interdependence
2. Objectivity
3. Recognition of limits of environment and opportunity
4. Recognition that man is capable of altering his environment
5. Urban planning
6. Public services
7. Institutions
8. Industrialization
9. Resources
10. Region
11. Transportation and communication networks
12. Change
13. Globalism
14. Aerial Distinctions – Differences and Similarities
15. Spatial Relationship
16. Location
17. Distance
18. Topography

PROCESSES

1. Classification of Data
2. Locating resources
3. Interview
4. Draw inferences from printed and non-printed sources
5. Field trip
6. Interpretation of maps, charts, graphs, globes, atlases, cartoons, statistics and attitudinal scales
7. Sampling techniques
8. Critical thinking
9. Comparative analysis
10. Direct observation
11. Television production
12. Radio production
13. Newspaper production
14. Animated film strip
15. Role playing
16. Surveys (Sampling technique)
17. Dramatization
18. Pantomime
19. Creative Writing

Performance Objectives	T E A C H I N G Total Class
1. Through observations, research, discussion, and surveys students will understand that it takes a lot of different people to make a city.	1. Have students write a paragraph on "What Is A City." From these paragraphs the teacher can elicit student ideas as to what makes a city. List these ideas on the board or overhead projector accepting each as it is given. In a general discussion the class can decide on a final summary list eliminating duplication. Through teacher guidance conclusions can be drawn which show that a city is essentially people – a wide variety of people (i.e., young and old, black, brown, white, men and women, etc.). Supplement with the film "Profiles of CAC."
2. Through surveys, research, and discussion students will understand that the people of a city are in need of different services provided by the city.	2. a. Distribute study prints on the city *(What Is A City)*. Form groups to study pictures. b. Class read Walt Whitman's poem "The Greatest City," *What Is A City*. Discuss the line, "The Greatest City is that which has the greatest men and women." c. Show film strip: *What Is A City?*. Film Strip 1 Holt, Rinehart, and Winston.) d. Discuss "Letter to the Editor," *What Is A City*. How does the author of the letter feel about the city?

S T R A T E G I E S		
Small Group	**Individual**	**Teacher Notes**
1. a. Groups can bring in magazines and newspapers. Describe in words and pictures the group's concept of "What Is A City." Present in class and discuss. b. Groups select one of the sayings and quotes, (i.e., "City Life Is Millions of People Being Lonesome Together," *What Is A City?* c. Groups decide on best caption for each print. Discuss. Develop a statement to answer the question, "What Is A City?"	1. a. Conduct a survey among your parents, relatives, neighbors, and friends. Write down the main reasons they think that families move to the city today. Also list the main advantages and main problems they believe city life can offer. b. Read the essay "Subworlds of the City" in *Law and the City*. Compare the findings of your survey with the experiences of the family in the essay. c. Write a short paragraph. Tell how you might live if there were no other people around you. 2. a. Using pictures clipped from magazines - or your own art work - make a poster illustrating people enjoying the traditional advantages of city life. b. Go to the library. Using encyclopedias, the Reader's Guide to Periodical Literature, and books, write a report describing which groups of city dwellers tend to enjoy the traditional advantages of city life and which do not. Cite the causes for the differences. Discuss in class the most important findings in your report. c. Students write a poem with the same title "The Greatest City." d. Write a poem/essay about the sounds of a city. –Tape the sounds of a city –Clip pictures pertaining to sounds of a city.	

Performance Objectives	T E A C H I N G Total Class
3. Through audio-visual materials, aerial photos, and maps, students will be able to recognize the various types of maps used in our modern day society.	3. To introduce the use and understanding of maps: a. Show one of the films or filmstrips listed in the Materials and Resources list. b. Discuss the different kinds of maps placing emphasis on those to be used during the course of the year (i.e., topographic maps, aerial maps, and map symbols). c. Develop exercises with topographic maps to familiarize students with this type of map (i.e., use the map key for an understanding of colors and symbols).
4. Students will be able to use the different parts of a map.	4. a. Show filmstrip or a film pertaining to map symbols and terms. (See Materials and Resources list.) b. Have students find the latitude and longitude of cities on a teacher-made list. c. Have students practice in measuring distance on maps and to understand how to use a scale of miles, play the game "How Far." (See SIR) d. To give students practice in determining directions on a world map, play the game "Which Way." (See SIR) e. Review pupils' knowledge of latitude and longitude by playing the game "Latitude and Longitude." (See SIR) f. Review pupils' knowledge of latitude and longitude by using *Problem Solving Booklet*, p. 25-26, "How Do We Use Latitude and Longitude." g. Have students review map reading skills by using *Problem Solving Booklet*, p. 27-30, "What Does A Map Tell You."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Make a bulletin board display using different kinds of maps and labeling each according to the kind of informatior it gives. b. Draw a map of Pennsylvania showing one important feature (i.e., industry, cities, rainfall).	3. a. Using an atlas, compile a list of kinds of maps (i.e., climate, population). Find an example of each. Be prepared to offer an explanation of each. b. From a newspaper or magazine, clip examples of different kinds of maps. Label each with an appropriate title according to the information it gives.	
4. a. Using an atlas, find examples of maps with insets. Report back to the class on the purpose of the insets. b. List the things a map key tells you about that map.	4. a. Using the scale of miles, compute the distance (1) across the United States (2) between Paris and San Francisco (3) between Bethlehem and Baltimore. Many variations are possible.	

Performance Objectives	T E A C H I N G Total Class
5. Students will be able to draw a map which adequately shows a relationship to reality.	5. a. Using topographic maps of the neighborhood around the school, take a walking tour of an area. Have students identify features around their school. b. Using aerial photos and a map of Bethlehem, outline the central business district, industrial area, transportation network and one or two residential areas. c. See 5 a. and 5 b. under Individual Activity for possible Total Class Activity.
6. Students will be able to use a map in a purposeful manner.	6. a. Using maps of the world, have students locate cities from a teacher-made list of cities. For each city, identify the type of land form on which it is located, its climate, and its population. Compile the data, and use it to make a chart comparing the cities. b. Form committees. Have each group meet and plan a destination in the Lehigh Valley Area. Each group will write directions which, if followed, should lead to this location. Groups will exchange directions and attempt to find the destination by following the directions.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Using aerial photographs, map your neighborhood. b. Draw a map of an imaginary country. On this map show natural resources, agricultural products, transportation routes, and physical features. Demonstrate the relation between these factors and the best location for each of the following types of cities: (1) port (2) steel manufacturing (3) food processing. Give an oral presentation of your map project. Use the overhead projector, chalkboard, or an original filmstrip to explain your map project.	5. a. Draw a map that could show a friend how to get to your house from school. b. Draw a map of your school building. On it, show the way you get from your 3rd period class to your 4th period class. Many variations are possible.	
6. a. Each committee should take a different state and using an atlas locate ten cities in that state having unusual names. b. Research the source of products imported into Bethlehem.	6. a. Plan a trip to Anywhere, U.S.A., on a map of the U.S. Plan your route. Report to the class the states you would pass through and discuss a geographic aspect of each state. b. Locate your home on a city map of Bethlehem. c. Give an oral report utilizing a hand-drawn map with directions (i.e., My favorite fishing, picnic, summer vacation spot). Use overhead projector or make filmstrip with tape. d. Write a travelogue using map directions as a newspaper feature article. e. Using a road map, trace the route of the vacation trip you took this summer. Draw a map of this trip illustrating some geographic highlights.	

Performance Objectives	T E A C H I N G Total Class
7. Through map study, field trips and observations, students will understand that a city is composed of natural and man-made features.	7. a. Using topographic maps, and aerial photos, lead a discussion as to what physical and cultural landmarks can be identified in the city. Use these maps to gain an overall view of the city. b. Plan a trip to the Homer Research Observation Tower to view the Bethlehem Area, and to note its natural and man-made features and landmarks. Distribute and explain map game (see SIR) which should be taken along on field trip and completed while in Observation Tower. Review results with class upon return to school. c. Choose some sites from Bethlehem which you feel could be used in a filmstrip or slide demonstration to be shown on television to best describe the city of Bethlehem. Which areas would you consider? Which community of homes would you use? What background music would be suitable? d. Show a film or filmstrip(s) dealing with several cities of the world, and seek out similarities and differences. e. Read story "Bridge at Andau," *Readings to Enjoy*. Discuss the style of the author.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. a. Divide the class into small groups. Each group will plan a bus tour of the city to identify the man-made and natural features, (e.g., rivers, streams, canals, railroads, civic center, downtown Bethlehem, etc.).	7. a. Find current articles or news stories on manmade and natural features found in a city. –Report to the class –Post on the bulletin board.	
b. Each group can plan an airplane tour of the city. Use aerial photos and maps.	b. Write a newspaper-style account of your field trip to the Observation Tower.	
c. Using the above format, additional choices can be offered using the Lehigh Valley Area and/or the state of Pennsylvania.	c. Write an essay on the Observation Tower field trip.	
d. Groups draw a topographic map showing the escape route including the bridge used in "The Bridge at Andau." (See Total Class Activity 3 e.)	d. Draw a plan of the city and describe orally the man-made and natural resources.	
	e. Select one man-made and/or natural feature and report on it. (My favorite location.)	
	f. Hypothetical Situation – a foreign exchange student is staying in your home. Explain to him/her the pattern of your city in relation to man-made and natural features. Give this as an oral report to the class.	
	g. Develop a filmstrip to present to the class pertaining to the main natural and cultural features of your city.	

See next page.

Performance Objectives	T E A C H I N G Total Class
7. Continued	7. Continued

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. Continued	7. h. Hypothetical situation – you are taking an out-of-town relative on an automobile tour of Bethlehem. Draw a map of the tour and/or write a short descriptive paragraph on each point of interest. MUSIC: Listen to one of Ferde Grofe's tone poems from "The Grand Canyon Suite" or Aaron Copeland's "Appalachian Suite." Choose an interesting scene in the Bethlehem Area and write a composition describing the scene. When making your presentation to the class, ask the teacher to play the music you have chosen as background. Descriptive places may include: a. an outing, picnic b. a walk in the country c. a storm d. sunset in Bethlehem e. early morning, sunrise on a camping trip, or fishing trip Record on tape various "Sounds of the City." Travel through various parts of the city picking up sounds which are peculiar to a type of work; a neighborhood; a public gathering; a festival; somewhere in the suburban neighborhood; industrial park area. Play these for the class–Create a listening identification game. (See Materials and Resources List, "Sounds of the City.")	

Performance Objectives	T E A C H I N G Total Class
8. Through research, reports, and class discussion, students will understand the relationship of geography to urban growth.	8. a. Following a reading of Unit 9 in *Challenges In Our Urban Society* lead a discussion: (1) On the role physical geography played in the growth and location of traditional cities. (2) On why geography is not as important today in the location of cities as it was in the past. (3) On the geography of the present day cities utilizing such terms as: central cities, hubs, cores, suburbs, satellite cities, metropolitan area, megalopolis. b. Using maps that show the density of population in the U.S. or Pennsylvania classify: ——3 settled locations as urban ——3 settled locations as suburban ——3 settled locations as rural (1) Compare with your city. c. Discuss contrasting urban, suburban, and rural life. On board, write characteristics of each. d. Use MacMillan's Kit, *Geography In An Urban Age, Part I, Geography of Cities.* e. Use *Problem Solving Booklet*, pp. 43-44, "Some Like It Hot, Do You?"

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Through research, investigate a city of Europe, Asia or Early America to determine its growth in relation to its location and geography (Paris, London, Tokyo, New York). b. Choose a modern city such as Brasilia to determine how a city can grow almost anywhere. Make a report to the class. c. Research the meaning of a megalopolis. List examples and compare to the Lehigh Valley becoming a megalopolis. Report your findings to the class. (1) Follow up with a class discussion as to problems and solutions of a megalopolis (See lesson plan 12, p. 7, *"What Is A City,"* Holt, Rinehart, Winston, Inc.) (2) See editorial, "A Starting Point" in SIR. d. Research North East U.S. textile industry towns as to reasons for their growth in this area and then their decline and movement to another part of the country. Tell what is being done in these towns today. e. ART: Create a mural depicting the growth of Bethlehem and/or contrast in urban, suburban, and rural life.	8. a. Devise a "Time Line" graph depicting growth of Bethlehem. b. Clip out newspaper and magazine articles and pictures which show the geographic features of a city. Make an oral presentation to the class or a display. c. Using encyclopedias in your library, write a short paper on the causes of urban growth in America. d. Write a composition describing something you can do in a large city that you could not do in a village. e. List and categorize the local cities, counties, townships, and boroughs. Construct maps using color keys to illustrate designations. f. Interview an elderly person in family or neighborhood, who can relate changes encountered over years. See "Tribal Historians, 70's Style," *Croft's Model for Teaching*, in SIR.	

SOCIAL STUDIES MATERIALS AND RESOURCES

TEXT

1. *CHALLENGES IN OUR CHANCING URBAN SOCIETY* (Laidlaw) Chapters 7-8-9-11-12-13
2. *URBAN AMERICA: A STUDENT'S RESOURCE BOOK* (Sadlier) 1971

SUPPLEMENTARY MATERIALS

1. *THE STAR OF BETHLEHEM 225TH ANNIVERSARY*
2. *THE CITY* by David E. Newton (J. Weston, Walch Pub.) 1968
3. *READER'S DIGEST–April 1967. "WE DISCOVERED OUR TOWN,"* by John and June Robbins.
4. *PATTERNS OF THE CITY: TEACHERS GUIDE* (Noble and Noble, Pub.) 1969
5. *PATTERNS OF THE CITY* (Noble and Noble, Pub.) 1970
6. *THE URBAN FAMILY* by David E. Walch, Pub.) 1965
7. *THE CITY: TODAY AND TOMORROW* (Holt, Rinehart, Winston, Inc.) 1972 Multi Media Kit
8. *COMMUNITY PLANNING HANDBOOK* (Ginn and Co.) 1970
9. *TEACHING URBAN ACTION: PLANNING FOR CHANGE* (Ginn and Co.) 1970
10. *CHAMBERS OF COMMERCE IN BETHLEHEM, ALLENTOWN, EASTON, OTHER CITIES*
11. *YOUR CITY: A RESEARCH AND DISCOVERY BOOK* (Sadlier) 1971
12. *STUDENT RESOURCES: GEOGRAPHY IN AN URBAN AGE* (The MacMillan Co.) 1971
13. *THE LOCAL COMMUNITY: A HANDBOOK FOR TEACHERS* (The MacMillan Co.) 1971

AUDIO-VISUAL

1. Topographic Maps of Pennsylvania
   a) Nazareth Quadrangle
   b) Allentown Quadrangle
   c) Hellertown Quadrangle
   d) Catasauqua Quadrangle
2. Aerial Photos – City of Bethlehem
3. Zoning Maps – City of Bethlehem
4. Community Resources Map City of Bethlehem
5. Land Use Map - City of Bethlehem
6. Transportation Map – City of Bethlehem

FILMS

1. No. 167 *GEORGRAPHY OF NEW ENGLAND*
2. No. 3621 *SOUTHERN NEW ENGLAND REGION: NEW INDUSTRIES*
3. No. 802 *THE CITY* (P., I.)
4. No. 345 *OUR COMMUNITY* (I., J.)
5. No. 3176 *LONDON: THE CITY AND THE PEOPLE*
6. No. 888 *WHAT IS A CITY?*
7. No. 3699 *LONDON: THE CITY AND THE PEOPLE*
8. No. 3690 *A CITY AND ITS PEOPLE*
9. No. 3779 *LEARNING ABOUT YOUR STATE FROM ROAD MAPS*
10. No. 3354 *LANGUAGE OF MAPS* (I., J., S)

SPEAKERS

1. City Officials
2. Joint Planning Commission, Lehigh and Northampton Counties, ABE Airport, Tel. No. 264-4544
3. James F. Ponder, Partner Cities, City Hall
4. James H. Ward, City Planner, City Hall

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKER
	14. *JUSTICE IN URBAN AMERICA SERIES: LAW AND THE CITY* (Houghton & Mifflin) 1970 15. *THE BETHLEHEM GLOBE TIMES, Editorial, "A STARTING POINT,"* June 21, 1972 16. *THE BETHLEHEM GLOBE TIMES ALMANAC, 1965* 17. *ENVIRONMENTAL SOUNDS–"MAKING MUSIC YOUR OWN" BOOK 7* 18. *A SPECIAL SPIRIT: THE STORY OF BETHLEHEM, PA.* 19. *A COMPREHENSIVE PLAN FOR LEHIGH AND NORTHAMPTON COUNTIES, PA. THE LEHIGH VALLEY 1980* (from BIMC) 20. *ECONOMICS FOR YOUNG ADULTS,* (Sadlier) 1971, Chapter 41 21. *THE CITY* (Cambridge Book Co.) 1972 22. MacMillan's Kit *GEOGRAPHY IN AN URBAN AGE, PART I, GEOGRAPHY OF CITIES* 23. *GOODES ATLAS* (Rand-McNally) 24. *PENNSYLVANIA ROADMAP* 25. *REGIONAL ROADMAP* 26. *1972 DIRECTORY AND DATA BOOK ON PENNSYLVANIA CITIES* by Pennsylvania League of Cities	11. No. 5T6 *MAPS AND THEIR USES* (I., J) 12. No. 309 *MAPS ARE FUN* (P. I.) 13. No. 823 *MAP SKILLS: USING DIFFERENT MAPS TOGETHER* (I., J.) 14. No. 759 *READING MAPS* 15. No. 760 *USING MAPS–MEASURING DISTANCE* **FILMSTRIPS** 1. 2A83 *PITTSBURGH* 2. 2A23 *COMMUNITIES MAKE PENNSYLVANIA GOOD* 3. 2D124 *PARIS* 4. 2D204 *ROME: THE CITY* 5. 2E29 *BERLIN* 6. 2D11 *LONDON* 7. 2D30 *LONDON* 8. 2F62 *LONDON* 9. 3552 *MIDDLE ATLANTIC SEABOARD REGION* 10. *UNDERSTANDING THE CITY* 11. 2D169 *MADRID* 12. 2E79 *VIENNA* 13. 2A97 *BOSTON* 14. 2A98 *BUFFALO, N.Y.* 15. 2A106 *CHICAGO*	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	27. *CENTER CITY BETHLEHEM A REPORT PLAN FOR THE CENTRAL BUSINESS DISTRICT*, December 1969 28. *SOUTH SIDE BETHLEHEM, PA. ANALYSIS – PROBLEMS AND OPPORTUNITIES* 29. *HISTORY OF THE LEHIGH VALLEY*	16. 2A106 *LIVING IN A METROPALIA (N.Y.)* 17. 2A112 *N.Y. A CITY* 18. 2A113 *PHILADELPHIA* 19. 2A134 *SAN FRANCISCO* 20. 2A135 *WASHINGTON, D.C.* 21. *CITIES OF OUR COUNTRY*, Series 2A124 to 2A131 22. 2A132 *WHY AND HOW CITIES GROW* 23. 2A120 *LITTLE TOWN, U.S.A. TYPES OF LITTLE TOWNS* 24. 2A122 *BIG CITY U.S.A.* 25. *SPECIAL REPORT CITIES, U.S.A.* 26. IP106 *MAPS AND THEIR MEANING* 27. IP107 *UNDERSTANDING TOPOGRAPHIC MAPS* 28. IP110 *LOCATING PLACES ON MAPS* 29. IP112 *MEASURING DISTANCE ON MAPS* 30. IP116 *READING PHYSICAL MAPS* 31. IP120 *STUDYING AN AREA THROUGH MAPS* 32. IP128 *MAPS: WHAT ARE THEY?* 33. IP129 *MAPS: SYMBOLS AND TERMS* 34. IP131 *MAPS: THEIR TYPES AND USES*	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		TRANSPARENCIES 1. 851-10 *TOPOGRAPHY* 2. 851-12 *SCALE* 3. 851-13 *KEY AND INDEX* 4. 850-77 *PENNSYLVANIA* **STUDY PRINTS** 1. A. J. Nystrom 21X28-Group 3 807A Houston, Texas 2. (AP) *Cities Then and Now* **RECORDS** 1. *Grand Canyon Suite* (Grofe) 2. *Appalachian Suite* (Copeland) 3. *An American in Paris* (Gershwin) 4. *Sounds of the City* – Record 363 5. *The Downtown Story* – Record 362	

SOCIAL UNIT

SUB-UNIT – CULTURAL SURVEY OF STUDENT ETHNIC/RACIAL BACKGROUNDS

CONCEPTS

1. Culture
2. Cultural pluralism
   a. Value structure
   b. Customs
   c. Religions
3. Cultural change
4. Social institutions
5. Prejudice
6. Ethnocentrism
7. Empathy
8. Social Mobility
9. Social role
10. Conflict resolution
11. Comparative analysis
12. Respect for the rights and values of others
13. Commitment to one's own values

PROCESSES

1. Classification of Data
2. Role playing
3. Interview
4. Sampling technique
5. Interpretation of charts and statistics
6. Develop hypotheses
   a. Develop hypothesis on the basis of data
   b. Test hypothesis in the light of evidence
   c. Modify, reject, or restate hypothesis to form generalizations
   d. Synthesize by combining concepts, principles, and generalizations relating to a particular problem which has been analyzed
7. Locating resources
8. Research
9. Dramatization
10. Field trip
11. Pantomime
12. Creative writing
13. Draw inferences from print and nonprint sources

SURVEY OF STUDENT ETHNIC/RACIAL BACKGROUNDS

Performance Objectives	T E A C H I N G Total Class
1. The students will be able to identify six major ethnic/racial groups residing in the Lehigh Valley area. a. He will list for each group evidence of specific traditions and customs. b. He will show evidence which either supports or negates the idea that these groups tend to live in a specific neighborhood location. c. He will list for each group either a sport, musical or artistic expression generally identifiable with each group.	1. Class or committees will develop a survey form (questionnaire) to be completed by three adults (parents, neighors, relatives) which will show ethnic or racial identification, address, language spoken, religion, favorite sport or leisure activity, membership in social organization, place of birth, education level, favorite dance and musical form. a. Before setting out to gather data, students will role play in class a variety of situations which might be encountered when taking a survey (resistance, questions asked). b. After gathering data, students will summarize data and analyze it for patterns of residence concentration, ethnic/racial backgrounds, preferences in sports, music, dance, leisure activities. Are there dominant patterns? Is there cultural diversity? Can the same be extended to the area at large? Do survey results differ significantly from student response to the same questions? c. Invite representatives of six major ethnic/racial groups to class to discuss survey results, and to talk about their own culture and its role in the valley.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Research and describe at least six instances in which practices disapproved of by one culture are acceptable in another culture. Cite sources. b. Examine news media for examples of cultural diversity present in the Lehigh Valley and/or in American society in general. Make a bulletin board display, a newsletter, or a report to the class or to the teacher on the group's findings.	1. a. Develop a research project which traces the background and culture of one of the ethnic groups living in the Bethlehem area. b. Complete a report to the class identifying a specific ethnic or religious group. 1) Research poems, songs, folk tales, which are identified with a specific ethnic or religious group. 2) ART: Student will take the poem, song, or folk tale and design an illustration that would accompany his selection. c. MUSIC: Combine an oral and listening (tape recorder or recordings) presentation of the music of an ethnic group. (Utilize dance forms, instruments, and festive occasions.) 1) Trace the development of change in the style of the music. Example: jazz, swing, soul, Motown, folk-rock. 2) Trace the biographies of a few soul singers and search to find how many were formerly gospel singers. (See SIR.) d. Make up a family scrapbook including items mentioned in 1. Total Class. e. ART: The student, having chosen his ethnic music selection, will design a record cover to accompany his musical choice.	See SIR for examples.

Performance Objectives	T E A C H I N G Total Class
2. A student will come to realize that a person cannot be classified in ethnic groups solely on basis of appearance.	2. Each student will bring to class five pictures which illustrate the various ethnic groups. Using their pictures they will sort them into classifications of their choosing, i.e. size, hair color, gender, ethnic group. a. He should be able to generalize about what these people of various groups have in common.
3. The student will demonstrate by his participation in open discussion, a willingness to consider and respect the life styles of various cultures in a non-judgmental manner.	3. a. Given a prepared selection, the student will be guided to identify statements of fact and opinion (newspaper, periodical). b. Given a reading selection and a list of statements about the selection, ask the students to differentiate between statements of fact and statements of opinion. c. Invite people from various ethnic groups for demonstration of various holiday crafts with their group. d. *Problem Solving Booklet*, (pp. 17-18), "Is That A Fact."
4. Student will demonstrate an awareness of the role of mass media on culture.	4. a. Discussion: If you were a stranger to the U.S., how would you judge us as people after watching our TV? b. Does violence on TV or in movies affect you? c. Stage a mock fight between a large student and a small student. Discuss class reactions. Is violence an acceptable way to solve problems? Does our mass media have anything to do with this?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. Students will form committees and exchange pictures to determine whether ethnic groups can be determined by the following: hair coloring nose eyes other physical characteristics.		
3. a. Committees can prepare oral presentations about a specific ethnic/racial group. b. The class can be asked to determine whether fact/opinion is presented.	3. a. Gather and display in the school a collection of memorabilia which would be representative of the arts and crafts of a specific ethnic or racial group living in the Lehigh Valley area. b. ART: Students can visit a local cemetary and do tombstone rubbings (see art teacher) also cornerstones of banks, schools, churches and various buildings. c. Read "Martin Luther King, Jr.," (p. 66), *Modern Short Biographies*.	
4. a. Compare the *New York Times* and *The New York Daily News*. Which emphasizes crime? Why? b. List items that make the front page of your newspaper. Do all these items really belong on the front page? c. During what time slot do most crimes occur on TV? Would children see them? Groups should check all major networks.	4. a. Count the number of murders, robberies, and assaults on TV during a week. b. Should young people be banned from movies featuring sex and allowed into movies featuring violence? c. Research: TV violence and its effect on viewers. Current magazines provide a good source.	

Performance Objectives	T E A C H I N G Total Class
5. The students will demonstrate orally or in writing specific customs and superstitions followed in their family, identifying them as part of the culture of a specific ethnic or racial group.	5. a. Through a group presentation and discussion the teacher will develop with the students an understanding of the terms: culture, customs, ethnic group. b. Each student will be prepared to share two customs, and/or superstitions followed in their family. c. Identify distinct similarities of customs and superstitions of each group presented by comparison.
6. The student will become knowledgable regarding problems encountered by an immigrant who settles in another nation and/or culture.	6. a. Show the film entitled *LAND OF IMMIGRANTS* to develop the students's understanding of an immigrant's dilemna. b. Use *Problem Solving Booklet* pp. 68-70, "Where Did They Come From." c. Use "Letter to the Editor" and "Letter From a Polish Immigrant" *(What Is A City)* to discuss why people move to the U.S.A.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Committees can be formed to trace the origin of the customs. b. Dramatization, pantomime can be utilized to share information.	5. a. Write a short dramatization for radio (audio tape) or television (video tape) which portrays an immigrant's coming into an American city—his feelings, problems, hopes and fears, etc. b. MUSIC: Write a critical evaluation of a film, shown in class; a broadway musical; a stage production; or television show which characterizes a specific ethnic group. Explain the use of semantics, stereotyping, dress, level of education, i.e. Films: PORGY AND BESS, SOUND OF MUSIC, WEST SIDE STORY. Television: ROOM 222, SANFORD AND SON, THE SUPER, LUCY. c. ART: Student will construct a paper-mache figure and dress it in the historic custume of an ethnic group and/or dress it in the costume of a present day ethnic group noting change or lack of change in style. d. ART: Invite people of various cultures to visit the school and display their crafts.	
6. Interview someone who has lived abroad for an extended period of time to determine problems encountered: i.e. serviceman, immigrant, world traveler.	6. a. Research and report on the experiences of Americans emigrating to Australia today. Bring out similarities and differences with the experiences of immigrants in the United States. b. Students can develop individual reports on their own ethnic backgrounds and the conditions under which their families came to the United States (From where? Why?). What were the early experiences of their forebearers in this country? What situations were encountered then? What types of employment were found? c. Family tree can be formulated by each individual.	

Performance Objectives	T E A C H I N G Total Class
7. Student will realize that people's needs and emotions are similar regardless of their ethnic/racial background.	7. a. Presentation of pictures showing a variety of needs and emotions of various ethnic groups (possible sources: FAMILY OF MAN, study prints, magazines). b. Identification and classification of emotions and needs (empathy, awareness of other's needs, humility, concern, acceptance). c. Students should realize that all peoples share emotions and needs and that no one group is superior to any other because of technology, social structure, or ethnic group.
8. The students will be able to list examples of the differences among ethnic/racial group cultures.	8. a. The students will read one of the ethnic selections listed in the *GATEWAY ENGLISH* series (see Language Arts Materials and Resources). b. In each selection identify for each ethnic culture, at least two customs and one of the following: food, clothing, religious observances.

S T R A T E G I E S		Teacher Notes
Small Group	Individual	
7. a. Role playing fear, confrontation, authority figures at school, law, parents. b. Devise a short drama for class presentation which typifies a social situation.	7. a. Choose an emotion and find non-verbal examples. b. Pantomime several emotions i.e. fear, happiness. c. MUSIC: Prepare a bulletin board or collage to convey the different emotions expressed in folk music. 1) love, happiness 2) loneliness, despair, rejection 3) social or economic conflict 4) protest and dissent d. ART: Choosing an emotion, design a picture using colors and patterns that convey that emotion. e. ART: Cut comic strip figures that convey emotion without words. Students suggest words to fill in balloons. f. ART: Design a wire figure expressing some form of emotion.	
8. a. ART: Draw or sketch examples of clothing of each ethnic and racial group to formulate a class scrapbook.	8. a. Choose one of your selections and write a five paragraph exposition. Make an outline for the other two. (See Total Class.) b. Hand your essay to two of your classmates to read for organization of ideas, punctuation, capitalization, and spelling. Using their suggestions, edit your essay and hand it to a teacher. c. Arrange a conference with the teacher to discuss the essay.	

Performance Objectives	T E A C H I N G Total Class
9. The student will become aware of ethnic group contributions to cuisine.	9. a. Bring to class a recipe or description of how to prepare foods that your mother got from a grandmother or older family member and identify ethnic group origin. b. Plan a field trip to an area restaurant specializing in ethnic foods.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
9. a. Take the recipes brought in by class members and decide how they can be organized. 1) art: design cover 2) print shop: production 3) develop a cookbook - teach objective parts of a book b. Develop a balanced meal from "soup to nuts" utilizing the recipes and identify the ethnic source. 1) print shop - print the menu 2) art department - design the format c. Plan a tasting party–a student volunteer to make a dish (Home Ec). d. Arrange the ingredients for a recipe and produce an abstraction or collage (art department). e. ART: Mount a display of various spices used by ethnic groups. 1) Can you categorize people by the spices they use?	9. a. Tape the interview with the person giving you the recipe. Be sure to ask where it comes from, who taught her to make it, and what the difference is between conditions under when she first made it and now. Arrange with the teacher to have the class hear the tape. Attitudinal objective – pride in one's own ancestry. b. MUSIC: Assign a "disc jockey" to supply appropriate ethnic music during the tasting party.	

TEXT

1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) Ch. 21, pp. 269-287
2. *URBAN AMERICA* (Sadlier) pp. 106-113

SIMULATION GAMES

1. *SUNSHINE* (Interact) (Entire class: 3-4 weeks)
2. *GHETTO* (Western Publishing Company) (7-10 players, 1-4 hours)
3. *BLACK AND WHITES* (Psychology Today Games) (7 players, flexible playing time)

SUPPLEMENTARY MATERIALS

1. *CHRISTMAS CITY FAIR MAGAZINE* July 1972
2. *PEOPLE AND THE CITY, "Moving In"* (Scott, Foresman)
3. *THE LOCAL COMMUNITY, A Handbook for Teachers* (MacMillan) pp. 164-174
4. *1970 CENSUS DATA FOR MINOR CIVIL DIVISIONS IN LEHIGH AND NORTHAMPTON COUNTY* (Joint Planning Commission)
5. *URBAN ACTION: PLANNING FOR CHANGE* (Ginn) Unit 2
6. *COMPTON'S ENCYCLOPEDIA* (1971) Volume 12, pp. 58-59
7. *WORLD BOOK ENCYCLOPEDIA* (1969) Volume 10, IMMIGRATION
8. *URBAN CHALLENGES: What Is A City?* (Holt, Rinehart, and Winston, Inc.) Multi Media Kit

AUDIO-VISUAL

FILMS

1. 3565 *MAN AND HIS CULTURE*
2. 5176 *AFRICAN HERITAGE* (RIMC)
3. 5154 *BLACK WORLD* (RIMC)
4. 5155 *Part 1, 2*
5. 3890 *LAND OF IMMIGRANTS*
6. 7033 *AMERICA: THE MELTING POT*

FILMSTRIPS

1. *MINORITIES HAVE MADE AMERICA GREAT* (SFS)
2. *PEOPLE OF THE CITY*—Introduction to Various Ethnic Backgrounds
3. *A NATION OF IMMIGRANTS*
4. *PUERTO RICO AND THE PUERTO RICAN*—Why some left their Native Land
5. *THE ALIENATED AMERICAN*
6. *ARTS AND CRAFTS OF PENNSYLVANIA GERMANS* (SFS)
7. 2A138 *STATUE OF LIBERTY*
8. *STORY OF AMERICAN PEOPLE SERIES* (NE)

RECORDS

1. R231 *AN INDUSTRIAL CITY*
2. R230 *A NEW ENGLAND TOWN*
3. R229 *JEWS*
4. R228 *NEGROES*
5. R348 *PENNSYLVANIA DUTCH FOLK SONGS*
6. Tape Soc. 76 *THE CHANGING AMERICAN CULTURE*

SPEAKERS

1. Jenny Villanueva* *"Spanish Foods"*
2. Mrs. Astrad B. Kromayer* *"French and Spanish Cultures"*
3. Mrs. Sergia Montz Coordinator of Minority Group Education, BASD
4. KNOW YOUR NEIGHBOR Panel

* See BASD resource speaker list

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		PICTURES 1. 432 *AMERICANS ALL* **TELEVISION** WLVT – Channel 39 *VAMOS A LATINO AMERICA* *THE LEHIGH VALLEY* *PENNSYLVANIA DUTCH LIVING* *CULTURAL UNDERSTANDING* *MANY AMERICANS* **RELATED MUSIC/ART RESOURCES** **FILMS** 36 *ARTS AND CRAFTS OF MEXICO* 3377 *ARTS AND CRAFTS OF MEXICO,* Part 1 589 *ARTS AND CRAFTS OF MEXICO,* Part II 5176 *AFRICAN HERITAGE* 5171 *AMISH FARM AND HOUSE* 5158, 5159 *BODY AND SOUL* **FILMSTRIPS** 922 Art and Man – *THE CITY* 110 Perception – *THE CITY* (kit) *PORGY AND BESS* *SOUND OF MUSIC* *WEST SIDE STORY* *APPRECIATION OF METALWORK* (Filmstrip) *THE GUNSMITH* (Records/tapes)	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		Upon request Tapes of any of the following will be made available for any teacher or student: (contact Mrs. Connie Roberts, Northeast Music teacher). *WINGS OVER JORDAN* – Spiritual *STAPLE SINGERS* – Gospel *EDWIN HAWKINS* – Gospel LATEST RECORDING ALBUMS OF BLACK/PUERTO RICAN JAZZ ARTISTS Aretha Franklin – *YOUNG, GIFTED AND BLACK* Roberta Flack – *YOU'VE GOT A FRIEND* *Santana Greatest Hits (Puerto Rican)* Isacc Hayes – *SHAFT* Marvine Gaye – *WHAT'S GOING ON?* Temptations – *BALL OF CONFUSION* The Undisputed Truth – *FRIENDSHIP TRAIN* Dionne Warwick – *IF WE ONLY HAD LOVE* Bill Withers – *LEAN ON ME* The Supremes Fifth Dimension Diana Ross Stevie Wonder Jazz Giants – Oscar Peterson, Dizzy Gillespie The Stylistics	

SOCIAL UNIT

SUB-UNIT – POPULATION

CONCEPTS

1. Demography
2. Change
3. Cause and effect

PROCESSES

1. Classification of data
2. Interpretation of maps, charts, graphs, cartoons, and statistics
3. Critical thinking
4. Debate
5. Locating resources
6. Creative writing
7. Role playing

Performance Objectives	T E A C H I N G Total Class
1. Through charts and graphs the student will be able to discover the trend in urban area population.	1. a. Discuss the trend in recent urban population statistics of major cities throughout the United States. Compile a list of such cities. b. Using a world almanac or other suitable source have class compile a list of the ten largest metropolitan areas in the United States. List these cities in the order of their size. Play a game to determine who can compile his list first. Alternative: Cities of a continent or of the world might be used.

S T R A T E G I E S

Small Group

1. a. Given a list of cities developed by the class, research and chart the trend in recent urban growth by charting the population figures from the 1950, 1960 and 1970 census. Record the percentage change in population growth on your chart.

   b. Research the population growth of Bethlehem for 20 year intervals, beginning in 1800. Draw a graph, display and explain. (Obtainable in Lehigh University Library):

      1) Which 20 year period had the greatest growth in population?

      2) Why you think this is so.

      3) Which period had the least growth and why?

   c. Research reasons why your city grew to its present size. Investigate such items as location, nearness to rivers, ocean, transportation routes, access to other cities, access to farm area, etc. Conduct a panel discussion as a taped radio or television program.

   d. Through the use of student made transparencies, film or film strips show how the site and situation of your city have influenced its growth. Present to class.

Individual

1 a. Construct a bar graph of the listed cities growth.

   b. Make a line graph illustrating the increasing population of Bethlehem from the earliest recorded population figures to the present.

   c. Choose two other cities (one larger and one smaller than Bethlehem). Make a line graph and compare to Bethlehem.

   d. Clip out and analyze articles, columns and graphs relating to population trends. Write up a report for class presentation.

   e. Make a film. Through animation show how a city grows in population. Use different colors to show the flow of people or to show different periods of growth. Can be used to show when different ethnic groups immigrated to Bethlehem.

   f. Produce a film strip showing the growth of Bethlehem during different intervals of its history. Include the influx of various ethnic groups at the appropriate periods of Bethlehem growth.

Teacher Notes

Performance Objectives	T E A C H I N G Total Class
2. Through class discussion and the use of reference material students will become aware of the wealth of statistical information pertaining to population data and how and why such data is used.	2. a. Introduce and discuss the constitutional requirement calling for a periodic census in the United States, how the census is taken and the great variety of information obtained (i.e., number of people, broken down by age, sex, race, family structure, housing, plumbing facilities). b. Lead a discussion on why and to whom such information would be useful. c. Through the use of raw data from Census Tracts and government publications have students plot information on a map of Pennsylvania (showing counties) to show population distribution by various categories (i.e., race, age, sex). d. Using the same procedure as outlined in c., plot similar type of information on a map of the United States. e. If material is available do the same for your city. f. Use *Problem-Solving Booklet*, pp. 51-54, "Where Is Everybody?"

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Research the "1970 Census Data for Minor Civil Divisions in Lehigh and Northampton Counties" to chart a statistical profile on Lehigh County, Northampton County, Bethlehem, Easton, Allentown, and several of the small rural townships. 1) Count by age, sex, race, family structures, number of people in institutions, housing patterns. 2) Compute age ratios, by categories and by sex (i.e., under 21, 22-44, 45-64, 65 and over). 3) Compute racial ratios. 4) Compute ratio of single persons to married. 5) Other combinations can be used. b. Construct a pie, bar, or line graph to convey statistics in a visually interesting manner. c. Write and stage a skit portraying a census interview. Students may consult parents, neighbors, or relatives for their reactions to being interviewed by census takers and filling out the 1970 census forms.	2. a. Interview a person who was a census enumerator for the 1970 census. Report on the experiences he/she encountered (i.e. how he/she was received by the persons being interviewed).	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to discuss the effects of overpopulation and how it relates to the various aspects of society.	3. a. Given a list of various aspects of a society such as recreation, employment, education, housing traffic, and pollution, discuss how overpopulation can affect each aspect. b. Simulate a radio/TV debate (tape) on overpopulation (i.e., Resolved: For the well-being of society the number of children should be limited; Resolved: Persons with no children should pay less taxes.). c. Simulate a radio/TV panel discussion on overpopulation. d. Class writes up debate of panel discussion in b and c above as a reporter's news story. e. Use *Problem-Solving Booklet*, pp. 117-118, "It's Your Move."

STRATEGIES		
Small Group	Individual	Teacher Notes
3. a. Choose one of the topics mentioned under Total Class teaching activity. b. Research how overpopulation can affect various aspects of civilization. c. Report findings to class.	3. a. Clip out newspaper and magazine articles on various aspects of overpopulation. Present to class as a report and/or bulletin board display. b. Write an editorial giving your opinion on the panel discussion and/or debate. (See Total Class 3b and c). c. Write a feature story with a headline on overpopulation and its effects on employment, housing, etc. d. Write a letter-to-the-editor on your views of overpopulation.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw)	1. *THE STORY OF BETHLEHEM 225th ANNIVERSARY CELEBRATION* 2. *A SPECIAL SPIRIT: THE STORY OF BETHLEHEM, PENNSYLVANIA* 3. *THE BETHLEHEM GLOBE-TIMES ALMANAC* 4. *U.S. BUREAU OF CENSUS, COUNTY AND CITY DATA BOOK, 1967, A Statistical Abstract Supplement* 5. *BETHLEHEM OF PENNSYLVANIA: THE FIRST ONE HUNDRED YEARS 1741-1841* 6. *SOUTH SIDE BETHLEHEM, PENNSYLVANIA ANALYSIS – PROBLEMS AND OPPORTUNITIES* 7. *CHRISTMAS CITY FAIR July 1972* 8. *A COMPREHENSIVE PLAN FOR LEHIGH AND NORTHAMPTON COUNTY, PENNSYLVANIA: THE LEHIGH VALLEY – 1980* (BIMC) 9. *URBAN CHALLENGE: WHAT IS A CITY?* (Holt, Rinehart and Winston, Inc.) Multi Media Kit 10. *THE CITY TODAY AND TOMORROW* (Holt, Rinehart and Winston, Inc.) Multi Media Kit 11. *STUDENT RESOURCES: GEOGRAPHY IN AN URBAN AGE UNIT I: GEOGRAPHY OF CITIES* (The MacMillan Company) 1970 12. *COMMUNITY PLANNING HANDBOOK* (Ginn and Company) 1970 13. *HISTORY OF THE LEHIGH VALLEY REGION*, Joint Planning Commission, Lehigh-Northampton Counties	Transparency *GROWTH OF BETHLEHEM* (BIMC)	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	14. *ECONOMICS FOR YOUNG ADULTS*, Sadlier, Inc. 1971, Chapter 41 15. *PATTERNS OF THE CITY* (Noble and Noble, Pub. Inc.) 1970 16. Lehigh University Library a) *MANUSCRIPT CENSUS RETURNS: 1850-1880* (Microfilm) b) *PRINTED SUMMARIES 1790 TO PRESENT* 17. Superintendent of Documents, U.S. Government Printing Office *WE THE AMERICANS* 18. *1970 DATA FOR MINOR CIVIL DIVISIONS IN LEHIGH AND NORTHAMPTON COUNTIES* by the Joint Planning Commission Lehigh-Northampton Counties 19. *REPORT ON NATIONAL GROWTH 1972* Stock no. 1770-0156) Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.45) 20. *1970 CENSUS DATA, Regional Population Study*, Joint Planning Commission, Lehigh Northampton Counties ($1.00)		

SOCIAL UNIT

SUB-UNIT – INSTITUTIONS

CONCEPTS

1. Identification
2. Ethnocentrism
3. Respect for rights and values of others
4. All men have universal cultural traits such as:
   a. social organizations
   b. leisure activities
5. Socialization
6. Dynamics of Group Processes
7. Conformity
8. Many of an individual's preferences and values are determined by his environment
9. Status
10. Social institutions
11. Each society develops institutions to aid the socialization of its members.
12. Man's survival depends on his living in groups.
13. The quality of human existence is dependent on the degree of intergroup cooperation.
14. Groups exercise social control over the activities of their members through a system of folkways and mores.

PROCESSES

1. Interview
2. Locating resources
3. Classification of data
4. Research
5. Committees
6. Role playing
7. Creative writing

INSTITUTIONS

Performance Objectives	T E A C H I N G Total Class
1. Students will be able to identify by listing at least ten social, cultural, service (volunteer), business, and professional institutions in the Bethlehem area.	1,2. Students are to accumulate a listing of various social, business and professional institutions in the City of Bethlehem using telephone directories, Chamber of Commerce listings, or Bethlehem Globe-Times Almanac. a. The location of the institutions are to be identified on a map of the City of Bethlehem. If any of the students or their parents belong to one of the institutions, they are to indicate that on the map. Those which maintain an ethnic distinction are to be noted separately.
2. Students will be able to list at least two purposes of each institution which he listed in the Bethlehem area.	

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1,2. Particularly for institutions to which neither the student nor his parents belong the following are suggested: a. Small groups write letters to invite to the class persons holding offices in any of the institutions. b. A newspaper of events relative to institutions could be constructed using items such as the Puerto Rican Club's May festival and Bethel Lodge Parade. Old and current newspapers could be utilized in gathering material. c. Research on the national affiliation of any social, business, or professional group could be made. Note relationship between the local and national branches.	1,2. Reports are to be made by the students on the history or the purpose of the institutions which are familiar to the students. Information obtained from self-knowledge, parents, or the institution itself. Also information on admission to the institution, what it does to aid the community, any customs, practices or why the institution was formed are to be included. Also note if there are any prejudicial reasons for forming the institution. a. Prior to this report a small group could recommend a suggested series of questions to be asked about the institutions. b. Record a listing of service institutions which have great "National Appeal." Obtain information about their national function and what factors contribute to their popularity, i.e., Red Cross, United Fund. c. Make an "Alphabet Soup" puzzle using the letters of institutions (all service, business, social, and cultural) (CAC, CYO, CIO, NAACP, AFL).	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to identify the institutions available to meet an individual's need to find constructive leisure time activity.	3,4,5. a. Teacher led discussion on institutions meeting leisure time needs. b. Show film *"Meet Comrade Student"* and compare Russian and American leisure activities. c. Teacher will lead discussion on institutions in which they as minors could enroll as members.
4. Students will be able to identify all institutions in which they as minors could enroll as members.	
5. Students will be able to identify volunteer organizations and the purpose for which they serve the community.	

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3,4,5. a. Formulate committees to research leisure time opportunities and develop presentation to the class using one of following: 1) photography 2) collage 3) newspaper b. Committee will write skits which develop the following situations: 1) illustrate function of any one of the institutions studied 2) illustrate how one joins and is initiated into a specific institution 3) illustrate a problem connected with a certain institution 4) formation of a complete new institution to serve interests and needs of students and/or the community at large. c. ART: Have students visit local art galleries, i.e. Allentown Art Museum, Kemmerer Museum, The Tannery and report to the class on their findings. (Consult member of Art Department for possible assistance.)	3,4,5. a. Individual members of each committee can write an account of the skit or the improvisation in the form of a news article, poem, short story, or folk ballad, editorial cartoon or advertisement. b. MUSIC AND ART: Make a pictorial panorama or mural of musical organizations in the Bethlehem area including Bach Choir, choral groups, folk groups, bands (Liberty and Freedom), jazz or rock. Students may choose any category. c. ART: Assign a student to visit the Chamber of Commerce to gain information on local art exhibits or fairs. d. ART: Have a student write an essay on his impression gained from visiting one of the local fairs, i.e. Allentown Fair, Kutztown Fair, Bethlehem Fair. e. ART: Have each student collect an emblem from one of the various institutions. If the institution has none have the student design one. f. ART: Design a game using the emblems made above.	

Performance Objectives	T E A C H I N G Total Class
6. Students will read local newspapers to make observations on all social activities pertinent to specific ethnic groups located in the area.	6. Introduce the students to the make-up of the newspaper. Through film-strip or other media students should become aware of various types of news articles found in local newspapers.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. Committees review newspapers for one week and cut out all of the articles which refer to ethnic groups, i.e. American Azteca Society, Puerto Rican Beneficial Society, NAACP, etc. List the purpose you can identify from the articles and prepare to present the information to the class.	6. Use newspapers. a. Collect newspaper articles which report activities of the Human Relations Committee and interview committee members. Describe its history and report to the class. b. Gather and classify articles which deal with social activities for one week (family-centered, group-centered, community, school). c. Examine the sports pages and identify those sports particular to an ethnic group (National Sokol, Chinese ping-pong, Black baseball group, Portuguese soccer). Interview a team member, as to its history. d. Write a news item which reflects the student's involvement with school or leisure time activities.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	1. *THE BETHLEHEM GLOBE-TIMES ALMANAC 1965* 2. *A DIRECTORY OF COMMUNITY RESOURCES*, Lehigh Valley Community Council 3. *KNOW YOUR CITY*, League of Women Voters, pp. 49-52	**FILMS** 1. *VOICE OF A CHOIR* (PL) 2. 5077 5078 *MEET COMRADE STUDENT* Parts 1 and 2 (RIMC) **CHANNEL 39** Lehigh Valley Series: *PRESENT PRACTICES AND FUTURE PLANNING*	1. Philip Dwyer Community Program Director, YMCA of Bethlehem

SOCIAL UNIT

SUB-UNIT – RELIGION

CONCEPTS

1. Religion
2. Church
3. Synagogue
4. Denomination
5. Symbolization
6. Prejudice
7. Respect for rights and values of others
8. Commitment to one's own values
9. Values
10. Change

PROCESSES

1. Classification of data
2. Interview
3. Draw inferences from print and nonprint
4. Comparative analysis
5. Distinguish between descriptions, inferences, and value judgments
6. Clarify and substantiate one's own values
7. Locating resources
8. Field trip
9. Research
10. Committees
11. Discussion

Performance Objectives	T E A C H I N G Total Class
1. The student will be able to list six religious groups present in the Lehigh Valley, and name two important points or beliefs of each. a. He will be able to identify each of these with its larger national or international religious affiliation.	1. Introduction of this sub-unit might be accomplished through a reading by the total class involving religions and religious belief, viewing of a film on comparative religions, giving a brief pretest on the various religions present in the Lehigh Valley today, or hearing a lecture on the religious roots in the early history of the Bethlehem area and of Pennsylvania.

STRATEGIES

Small Group

1. a. Committees will draw up a list as complete as possible of the different churches, synagogues, or religious groups found in the Lehigh Valley. Students may use the telephone directory, the Saturday edition of a local newspaper, or the Bethlehem Globe-Times Almanac.

   b. Each committee will choose a certain number of the total religions of the community to be subjects of individual research via library or personal interviews.

   c. Each committee will devise a report on the religions it researches, and present it an an imaginative formation – dramatic episodes, art work, musical, and audio-visual presentations.

   d. MUSIC: Compile a tape of various "Sounds of Bethlehem" using church music. Assign technicians for splicing and recording. Coordinate with slides if possible (i.e. Bethlehem Bach Choir, Community Gospel Choir)

   e. ART: Have students in small groups visit their churches and interview their clergyman as to what the symbols in their church stand for. Note the architecture and furnishings of the church. Photos may also be taken.

Individual

1. a. Individuals showing a marked interest in topic can develop in-depth reports on specific religions, religious art, religious music, changes taking place in the religious denomination in which they hold membership, youth programs in religious organizations, or on the influence of religious music in popular music today.

   b. MUSIC: Record on tape for class presentation some part of a "new" idea being utilized in your church (i.e., Folk Mass, popular music).

   c. MUSIC: Present an oral report on the history of your church; describe the liturgy and include recordings or tape of some of the music for the Committee.

   d. MUSIC: Do a collage of prominent musical performers, choral directors, soloists, organists. Interview your own choral director and/or organist, obtaining a small photo of them for the collage.

   e. ART: Have the student visit his church and report to the class on its design or architecture. How do different religious buildings differ in style?

   f. ART: Have students photograph the stained glass windows in their church and comment on the religious symbols found in them. They can then design their own window.

   g. ART: Having studied the symbolism in student's temple or church, design seasonal cards that would accompany their religious observances.

Teacher Notes

See music and art teachers for assistance on these activities.

Performance Objectives	T E A C H I N G Total Class
2. Students will be able to identify religious prejudice associated with various religious groups.	2,3. It would be difficult to deal with this subject without raising the issue of religious prejudice. The total class (or committees) can research historical examples of religious prejudice and current examples for comparison. a. Group discussions on why religious prejudice exists, what brings it about, and how it can be solved should be held. b. A member of the City Human Relations Commission can be invited in to react to student concerns.
3. The student will be able to discuss religious prejudice orally and in writing, and to express his own feelings on the subject.	
4. The student will have a better understanding of various religious beliefs after visiting places of worship as a class.	

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
	2,3. Prepare activity cards for the following projects: a. Given a list of prejudicial statements; the student will be able to categorize by 1) fear 2) greed 3) ignorance b. The student will define and give examples of the following terms often used in reference to minority groups. 1) prejudice 2) stereotype 3) discrimination 4) bigotry 5) racism 6) tolerance	
4. a. Committee chairmen will meet as an executive committee to plan which local house of worship they wish to visit on a class field trip. They can also decide which clergymen they would like to invite to the classroom. The executive committee, a special committee, or the total class should then develop an outline of the points to look for on the trip and pertinent questions to be asked the clergymen.	4. Individuals may study various religions customs, practices, such as Bar Mitzvah and Confirmation.	

SOCIAL STUDIES MATERIALS AND RESOURCES

TEXT

SUPPLEMENTARY MATERIALS

1. *THE BETHLEHEM GLOBE-TIMES ALMANAC 1965*

AUDIO-VISUAL

FILMS

1. *CHRISTMAS EVE IN THE BLACK FOREST* (PL)
2. *LEGACY OF ANNE FRANK* (PL)
3. 3142 *MAJOR RELIGIONS OF THE WORLD* (RIMC and PL)

FILMSTRIPS

1. FS1W105 *CULTURE AND CREED*

RECORDS

1. Rec. 428 *MUSIC FROM UCC OF BETHLEHEM* (Freedom)
2. Rec. 455 *MUSIC OF AMERICAN MORAVIANS* (Freedom)
3. Rec. 251 *ST. NICHOLAS RUSSIAN ORTHODOX CHOIR OF BETHLEHEM* (Freedom)

SPEAKERS

1.* Dr. Edwin H. Frey
Executive Director,
Greater Bethlehem Area Council of Churches

THE ROLE AND WORK OF THE CHURCHES IN THE COMMUNITY

*See BASD Resource Speaker List

LITERATURE EMPHASIS: MASS MEDIA

Performance Objectives	T E A C H I N G Total Class
1. The student will be able to show an understanding of the IMPORTANCE OF MASS MEDIA to individuals and to society through examination, analysis, and evaluation.	1. a. Introduce a discussion on a current news event and follow up with the question, "Do we have a right to know what is going on in our city and the world?" b. The following may be highlighted in the discussion: 1) The meaning of "mass media" (i.e., electronic, printed, etc.). What are the various ways we receive the news? 2) The purpose and origin of mass media. 3) Why is it essential that the masses of the people in a democracy be well informed (i.e., access to truthful, accurate reporting to make wise decisions). c. Discuss the statement: (Lord Macauley): "Men are never so likely to settle a question rightly as when they discuss it freely." d. Discuss the power of the mass media in developing a relatively obscure personality into a popular and powerful political figure. e. "Teenage Mass Media Survey." Through class discussion a "Teenage Mass Media Survey" could be developed which will show the students time spent utilizing the mass media – i.e., hours watching TV per week? listening to the radio? listening to records? tapes? reading the newspapers? magazines? How often do you go the the movies? Which media is more satisfying? information accurate? 1) Tabulate the results 2) Discuss the results point by point f. If possible, see the film, "The Candidate." g. Possible field trips to take are: 1) WLVT Channel 39 2) The Bethlehem Globe-Times 3) The Allentown Call Chronicle

S T R A T E G I E S

Small Group	Individual	Teacher Notes
1. a. Form committees to report on the following through a panel discussion and/or written reports: 1) The rise of the press in America. 2) Trace the history of mass communication. 3) The role of mass communications during critical and eventful periods in American history. b. Select one developing news story and write an essay in which the treatment of the story by the different media is compared. c. Conduct surveys among the students and adults, and then analyze data of surveys: 1) Why is there a wide difference in answers? 2) Do teenagers have different views and needs than adults? 3) Does the mass media fulfill the needs (to inform, entertain, etc.) of teenagers and adults adequately? 4) If not, then how might it do so? d. DEBATE: Is the mass media fulfilling the needs of the individual?	1. a. A student may wish to analyze the news that was printed in one of the Colonial newspapers or any eventful period in American History. b. A student may wish to report on the beginnings of a local newspaper. c. A scrapbook, collage, and/or bulletin board display to represent the various modes of communication, i.e., electronic, printed, lecture, discussion. d. A time chart depicting the date various types of communications were introduced. e. Write a "Thank You Letter" to speakers/field trips hosts. f. TAPED INTERVIEW: Visit a local newspaper or TV station for an understanding of their role and problems as instruments of the mass media and report back to the class. g. SOCIODRAMA: Interview these people to get their ideas and viewpoints on what effect(s) the mass media has on them: 1) Teenager 2) Teacher 3) Parent 4) Businessman	

Performance Objectives	T E A C H I N G Total Class
2. The student will demonstrate the ability to perceive the effects of MAGAZINES as a tool of the mass media through analyzing and classifying them.	2. a. Discuss the role of the magazine as an instrument of the mass media. Contrast the role of the magazine and the newspapers. b. Form groups to analyze magazines and to whom they would appeal. c. Take a poll of the magazines read by the class. d. Classify magazines in categories, i.e., sports, womens news, automobiles, etc. e. Plan a magazine exhibit. f. IMPROMPTU SPEECH: Students bring in a picture from a magazine. Students show pictures to class and talk on it (i.e., why was the picture printed?, etc.).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Prepare a written report analyzing the magazine of each group as to content, audience appeal, and advertising appeal. Determine the intelligence level and the socio-economic group for which the magazine was written. b. Compare magazines for treatment of stories and content. c. Groups choose a topic of interest. Look up references in *Reader's Guide to Periodical Literature*. Write up a report. d. Prepare a class magazine. Form an editorial staff and make a chart for assignments to be carried out by the class members.	2. a. Make a chart of the contents of a magazine. b. Arrange a bulletin board display of magazine titles and/or magazine covers (or collage). c. Give a sales talk on your favorite magazine. Point out its appealing features. d. Select two magazines. Write a short paragraph on each telling why you consider it to be an excellent or poor magazine. e. Write a composition "My Favorite Magazines." f. Make up a desirable magazine reading list for a real or imaginary family. g. Report on the history of a magazine. h. Make a list of the magazines that have failed in the past ten years and give reasons for this (i.e., Saturday Evening Post, Look, Colliers, Life). i. Explain the need for a brand new unusual type of magazine. j. Compare an American magazine with a foreign magazine.	

Performance Objectives	T E A C H I N G Total Class
3 The student will demonstrate the ability to perceive the role that BOOKS play in the mass media through opinion polls, and by reading and classifying books.	3. a. Discuss the role of books (including paperbacks) as an instrument of the mass media. b. Have students conduct a poll of their classmates to see how many parents belong to book clubs. 1) What kind of books do parents buy? 2) Do pupils read these books? 3) How many pupils have their own library? 4) What kinds of books are included in their libraries? c. Discuss what pupils should know about an author of a book, especially if he is writing about a news event. Is the author an authority? What point of view does the book represent? d. Read the life of an author, "John Steinbeck" *(Modern Short Biographies)* and discuss.
4. The teacher will demonstrate the ability to perceive the effects of RADIO as a tool of the mass media through an analysis and discussion of radio programming.	4. a. Discuss the effects of radio on individuals and the masses. b. Discuss the early days of radio and programming. Play records and/or tapes of early radio series and programs, i.e., "War of the Worlds," Orson Welles. What happened to radio after television became popular? c. Plan a radio program for the class. Form groups. Rest of class can write a review or feature story on each program. d. Plan a trip to one of the local radio stations (i.e., WAEB, WGPA, etc.). e. Discuss the function of radio today and compare with television. f. Students fill out "radio inventory." (*Exploring Television*, W. Kuhns, Loyola U. Press, p. 13.). Tabulate averages and discuss results.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Group discussion on the ways in which one can get the most pleasure and benefit from the reading of books.	3. a. Interview a bookseller to find out what criteria he uses in ordering books. b. List the latest ten bestsellers. c. Prepare a bulletin board display and/or collage of book titles and book jackets. d. Present a book you have just read in an oral report.	
4. a. Committees can write a newscast to be read to class as a simulated news program. This can develop in a weekly summary newscast program in class. Use tape recorder or video tape. Perhaps news stories could be acted out with voice and sound effects. b. Write a radio script based on a short story; read in class. c. Produce radio play "Inside a Kids Head" *Stories to Enjoy,"* MacMillan. d. Groups plan class radio program. e. A panel discussion of the function of radio in our community. f. DEBATE: "Resolved That Television Is More Important To Our Society Than Radio."	4. a. An interested student may prepare a presentation and explanation through illustrations as to how a radio operates from station to the receiver. b. Trace the history of radio programs and report to the class. c. Make up a week's radio schedule of local stations and post on bulletin board. d. Make a bulletin board display or collage of radio shows, past and present.	

Performance Objectives	T E A C H I N G Total Class
5. The students will demonstrate the ability to perceive effects of TELEVISION by identifying, examining, and discussing the different genres and how people react to them.	5. a. Introduce and discuss the role of television as an important medium of mass communication. What effect does television have on each student? Present the television inventory *(Exploring Television*, W. Kuhns, Loyola U. Press, pgs. 10-11) to be filled out by the class. 1) Tabulate averages for the class. 2) Discuss the results point by point. b. Have students consider why people watch television. Through a class discussion utilize the students own experience as to why they watch television (i.e., such factors as entertainment, expectation, identification). c. Discuss the various types of television shows. List them on the board, (i.e., situation comedy, variety show, western, police show, private-eye, news, etc.). Organize a round table discussion and/or debate on the effects of television on American society. (Have pupils bring in current *TV Guide*.) d. Select students to role play a TV urban situation comedy and a rural situation comedy. Discuss the characters, plots, dialogue, etc. Continue role playing in small groups. e. Have pupils investigate the major television rating services. How are programs rated? Discuss these rating methods. Do students actually watch some of the programs that are included in the top ten? f. Discuss the good and poor qualities of television shows. Develop with the class a "Critical Rating Chart" of television shows, (i.e., plot, [realistic?] Dialogue [phony?] acting [real?] entertainment [attentive?] theme [relevant?] general conclusion [recommend?]). 1) Form committees to evaluate TV programs. 2) Tabulate the results and discuss.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Committees select a type of TV show and role play: 1) A private eye interviewing a prospective client, interrogating a suspect dealing with the police. Discuss. 2) A western, etc. b. Committees select TV shows to evaluate on "Critical Rating Chart" (see Total Class 5 f). c. Committees analyze network news telecasts. d. Students plan and present a television news show – video tape if possible. e. Perhaps a favorite television show of yours is to be dropped. Write a letter to the sponsor or station presenting the show and give reasons for continuing the show. f. Committees develop an original television program. Present TV program to another class. g. A committee could report every Monday on the ensuing week's TV program highlights, or make up a week's television schedule of channels and post on the bulletin board. h. A committee report on the function of television in our community.	5. a. Students fill out television inventory. b. Using a tape recorder, interview a number of people on why they watch television and why they watch their favorite shows. Play back to class and discuss. c. Interview people on their favorite TV character or get various reactions from people about a single TV character or group. Edit tape and play back to class. d. Write a short composition – "My Favorite TV Show" and/or "My Favorite TV Character." e. A student interested in electronics can present, with illustrations, the technical aspects of television: how black and white and color pictures are transferred from a camera in a distant studio. f. Visit a television studio and interview (tape record?) people about what happens there and what its exact relationships with the networks are. g. Research how a television show is made. h. Collage and/or bulletin board display of TV programming, programs, and characters. i. Make a personal inventory and write your own appraisal of how much television has influenced your educational development and/or knowledge of the world. j. Develop a report on Educational TV, Channel 39. k. Present a report on the code of television. l. Write a short essay "What Is TV Doing To Us?"	

Performance Objectives	T E A C H I N G Total Class
5. Continued	5. g. Discuss a current news event and the relative merits of the newspaper, radio, and TV media to present it to the public. Focus on the advantages and disadvantages of television newscasting: 1) What can they learn about an event on TV that they cannot learn from a written account? 2) Have pupils compare the information of a major news event as it is presented on both radio and television with the printed account. h. Create and develop an original class television program with sound effects and recorded music (video tape if possible). Select committees. i. Read the television play "In the Fog," *Plays to Enjoy.* j. Teacher or students can keep a chalkboard section called "What's on Tonight?" for special TV shows for the class. k. Form committees to analyze network news telecasts for: 1) kinds of stories presented 2) background information 3) completeness of the coverage of major news events l. Committees discuss why people watch TV and present to class. m. DEBATE: "Resolved that television is beneficial to our society." n. Committees write and perform an original urban and rural situation comedy. o. Committee discussion on educational, social, political, and cultural television.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. Continue	5. Continued	

Performance Objectives	T E A C H I N G Total Class
6. a. The student will be able to differentiate statements of FACT, FICTION, OPINION, and PROPAGANDA in the mass media by matching each term with its meaning.	6. a. The teacher leads a discussion of the differences in fact, fiction, and opinion through statements written on the board or transparencies (see *Warriner's English Grammar Composition*, pgs. 442-444). Form committees to evaluate statements written by the class (see Small Group 6 a). b. Have class bring in newspapers. Form committees to analyze news stories to see how reporters present facts and how they handle the opinions of others. Emphasize the word that means "said" (i.e., "thought," "figures," etc.) and words that tell who said something (see Small Group 6 b). c. Read and discuss the role of Ralph Nader in presenting facts and opinions in the story "Ralph Nader," *Modern Short Biographies*. d. Discuss the term "propaganda" and its use in mass media (i.e., "slanted words," emotionally charged words, connotations, half-truths, generalities, etc.). e. Form groups to listen to television (radio) and find examples of propaganda and report back to class (i.e., commercials, political speeches, fund-raising campaigns, etc.) (see Small Group 6 e). f. Discuss the connotative meaning of words as related to propaganda, fact, and fiction. Write a list of words on the board and elicit connotative words from the class (i.e., policeman–cop or pig, failures – partial successes, drafted–selected, dedicated–pushy, concerned–nosy, dog–mutt). Make another list to test the class's reactions to the connotations of ordinary words. Use these symbols (+) = favorable reaction; (-) = nonfavorable reaction; (0) = cold reaction.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Committee members write three statements of fact, three statements of opinion and three statements of fiction. Label the sentences that might be either fact, opinion or fiction. b. Groups can bring in clippings from newspapers illustrating articles of fact, fiction, and opinion. Groups can check articles and stories for phrases and words that show how reporters can describe events without using their personal opinions. c. Groups can discover how reporters might uncover the truth if they are given facts that are not completely true. d. SKITS: Groups can act out the difference between "Reporter Said" from "Somebody Else Said" information. Select a news story that has setting, character, and plot. e. Groups report on propaganda devices found on television. Exactly what is the sample trying to make you think or do? Is it for your own good, the good of the masses, or the good of a few people? Which examples are subtle and which are obvious? f. Groups read accounts of political campaigns (national or local) and select slogans that were used. Discuss if they are fact, opinion, or propaganda.	6. a. Listen to the radio or watch television. Make a list of statements of fact, fiction, and opinion. Discuss this list in class, telling which of the statements of fact you think can be verified and which are questionable. Also, were any of the opinions stated as if they were facts? b. Students can write a speech using fact, fiction, and opinion. c. INTERVIEW: Individual can interview reporter or editor concerning fact, fiction, and opinion in news reporting. d. Clip out articles and pictures dealing with Ralph Nader. Present as a report to class. e. See *Student Activity Sheet*; "Propaganda Terminology," SIR. f. Write a short essay, "Propaganda in Television." g. Write a short essay, "How I Resist Propaganda." h. Write a short essay explaining the difference between a statement of fact and a statement of opinion and give an illustration of each. i. Write and give a speech using one or more propaganda devices or techniques. j. Clip an editorial from the newspaper. Underline three statements of opinion. Clip a news story. Underline three statements of fact. Explain to class.	

Performance Objectives	T E A C H I N G Total Class
7. The student will demonstrate the ability to perceive the techniques and effects of ADVERTISING by analyzing advertising in the mass media and creating their own advertising campaign.	7. a. Discuss the role of advertising. Solicit from the class the basic desires of people (i.e., good health, long life, success, money, security, leisure, popularity, advancement, etc.) b. Ask pupils to bring to class newspaper ads that appeal to these basic desires. How was the appeal made? Ask class to look at a number of ads. Which ones do they remember? Why do they remember them? Form groups to study ads in newspapers. c. Form groups to study current issues of magazines to see which ads are in good taste, misleading, or in poor taste. d. Discuss advertisement as depicted on television. Discuss television commercials that seem to be "an insult to their intelligence." How many use this product? Do they remember phrases used in the commercial? What conclusions can be drawn? e. Discuss the producing of a group/class television commercial (video tape?). f. Discuss an original advertising campaign (i.e., a class tour of ____?____). What will the ads and posters look like? Where should they be placed? How often? Form committees to organize campaigns. g. Have a panel discussion on what students think the mass media should do for them and what they must do for the mass media if they are to be enlightened, informed, free citizens. h. IMPROMPTU SPEECH GAME: Write or paste an advertising slogan on a card. Student gives speech on theme. Class has to guess what is the theme of the advertising slogan. i. Discuss the appeal of names on various products. Why are so many cars named after wild animals–list them. What of the name of the "Edsel" car. What happened? Discuss.

S T R A T E G I E S

Small Group	Individual	Teacher Notes
7. a. Find ads in your newspaper selling the same kind of things. (i.e., cars, clothing). Then circle the words that give you information and underline all the words that show you need more information.	7. a. Pupils take an association test to see if advertising affects choice of products (i.e., student writes "toothpaste"—brand-name. Explain why he wrote down name of a certain product.).	
b. Find ads in your newspaper to illustrate the following: 1) An ad that gives the store's name but is not selling anything. 2) An ad that sells something but says "No mail or phone orders." 3) An ad that sells something but does not give the price. 4) An "on sale" ad that gives a reason for the lower-than-usual price, i.e., "close-out." 5) An ad that is selling ideas.	b. Bring in ads that don't appeal to you. Rewrite it in a way which you think would make it more appealing to the reader.	
c. Study ads in magazines. Draw conclusions about the magazines' readers from its ads.	c. List titles of television commercials you find particularly striking. Identify product themes and slogans. Figure out the objectives of each commercial and then why that objective was chosen. Who are they trying to reach?	
d. Develop criteria for a television commercial. Design an award you would present to the worst commercial.	d. See *Student Activity Sheet*: "Advertising Appeals" (5) SIR.	
e. Groups produce original television commercials and present to class.	e. Tape record a collage of current repetitious messages from radio and television. Analyze these messages and narrate the tape.	
f. Committees organize an advertising campaign on a class or school project.	f. Make posters and ads for advertising campaign.	
g. Groups play game called "Dram A Dice." Write down all the advertising phrases you can think of. Using a story from mythology, folklore, history, literature, etc., two or three people can act out a humorous skit.	g. Find out advertising rate in your local newspaper. Write an ad to sell something you no longer need which you think someone else would like to buy. Keep your ad short.	
h. Create an original product. With pictures and words, draw and write an ad of your group's product. Act out a TV commercial of your product.	h. Bring in good and bad advertisements. Analyze to class in a 3-4 minute speech.	
	i. Collect a group of ads from a general field, i.e., cars, tires, etc. Test the popular words in each ad. Report to class.	
	j. Act out a TV commercial of a real or imaginary product.	
	k. See how many scientific names and secret ingredients you can list from ads.	
	l. Make a bulletin board display of empty boxes of detergents, cereals, toothpaste.	

Performance Objectives	T E A C H I N G Total Class
8. The student will demonstrate the ability to analyze the content, style, and purpose of the various components of a modern NEWSPAPER including the following: a) News (local, state and national) b) Editorial c) Sports d) Classified e) Theatre, entertainment and miscellaneous features t, Comics	8. a. Introduce a discussion on the role of the newspaper in our lives. Newspapers may be brought to class with sections identified, examined, and analyzed. b. Invite a local newspaper editor to explain the criteria he uses in selecting stories for publication. Have him explain the format and/or his selection of reporter's beats. c. Ask each student to bring a short news story to class, removing the headline (see Small Group activity 8b). Discuss "news lead." d. *Call Chronicle Review* and/or *Urban World* may be used for analysis. e. Follow *How To Read Your Newspaper*, (Harcourt, Brace, Jovanovich) for class committee, and individual activities. f. Plan a field trip to the *Bethlehem Globe-Times* to observe the production of a newspaper and its related problems.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. PANEL DISCUSSION: Function of the newspaper in our community. b. Group exchange articles and write headlines. Compare and discuss headline with the original (see Total Class 8 c). c. Groups will write a news lead from a set of facts.	8. a. Fill out newspaper analysis sheet. (See *How To Read Your Newspaper*, p. 8-13.) b. Write a reporter's new story of the newspaper editor's talk in class. (See Total Class activity 8 b.) c. Write a news story on the *Globe-Times* field trip. d. Prepare a scrapbook: "How To Read a Newspaper," and/or "Sections of a Newspaper." e. Bulletin Board display of sections of a newspaper. f. Prepare questions to interview editor speaker in classroom (see Total Class activity 8 b). g. Bring in a controversial headline. Agree or disagree and give your reasons in a short speech to class. h. Make a collage on "The Newspaper." i. See *Student Activity Sheet*: "Newspapers" (2) SIR j. See *Student Activity Sheet*: "Headlines" (2) SIR. k. See *Student Activity Sheet*: "Newspaper – News Lead" SIR.	

Performance Objectives	T E A C H I N G Total Class
8. Continued a) News	8. a. Discuss the covering of local, state, national, and international news in a newspaper. Bring in the local newspaper to see how local news is covered. Find an example of each of the following: 1) A news article written by a specialist 2) A news article written by a "beat" reporter 3) A news article about an event scheduled for the future.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Bring in front page of local newspaper. Use colored pencil or ink stick to mark "L" on local stories, "N" on national stories, and "F" on foreign stories. b. DEBATE: Newspaper reporting is more accurate than television. c. NEWS REPORTING: Committees (local, state, national, and foreign) prepare a map with colored ribbons from the locality to related news articles clipped and mounted on the bulletin board. d. Committees make up and prepare a dictionary or vocabulary of journalism (i.e., headline, lead, proof, scoop, etc.).	8. a. Bring in newspaper. See how many different press associations and news service credit lines you can find. Cut them out and fasten them on a sheet of paper. b. Report on the Code of Journalism. c. Prepare a poster of a news article interesting to a particular group, (i.e., teenagers, doctors, housewives, athletes, etc.). d. See *Student Activity Sheet*: "Types of News Articles," SIR.	

Performance Objective	T E A C H I N G Total Class
8. Continued b) Editorials	8. a. Discuss the editorial of a newspaper. Bring in the editorial section from your newspaper. Cut out the directions for writing letters to the editor in any paper and bring it to class for discussion. b. Discuss the various types of cartoons found in a news paper, (i.e., politics, commercial, and entertaining). Form groups to clip and mount cartoons (see Small Group Activity 8 d). c. Discuss the "Letters to the Editor" section. Bring in this section from local newspapers (see Small Group Activity 8e and Individual Activities 8 g and 8 h).

STRATEGIES

Small Group	Individual	Teacher Notes
8. a. Committees choose a news story from the newspaper. Write a short editorial giving your opinion. b. Choose an editorial and circle all opinion words and phrases. c. Bring in editorial cartoons. Discuss the points the cartoonist is trying to make. d. Clip and mount cartoons. Evaluate and discuss each cartoon (see Total Class Activity 8b). 1) Groups make a scrapbook of cartoons. e. Clip out letters to the editor that resembles one of the following: (See Total Class Activity 8c.) 1) A letter that criticizes something in the paper. 2) A letter that praises something in the paper. 3) A letter from an expert. 4) A letter from a group representative. 5) A letter praising a specific piece of writing.	8. a. Bring editorial section to class. Explain whether they appeal more to the intellect or to the emotions. b. Choose an editorial. Write a short editorial disagreeing with it. c. Write an original editorial on school, home, or local affairs. 1) Draw a cartoon of your editorial. d. Write a composition on "How Newspapers Help to Form Public Opinion." e. Report on the editorial policy of the local newspaper. f. Draw an editorial cartoon of a school controversy or problem. g. See *Student Activity Sheet*: "Editorial" (3) SIR. h. See *Student Activity Sheet*: "Cartoon Analysis" SIR. i. Cut out something in a paper that you want to answer (i.e., news item, a feature column, a movie review). 1) Write a sentence telling why you might want to write a letter to the editor about it. Write a letter to the editor about it (see Total Class Activity 8 c). j. Write a letter to the editor of your school paper about some condition in your school that needs improvement (see Total Class Activity 8 c).	

Performance Objectives	T E A C H I N G Total Class
8. Continued c) Sports	8. Discuss the sports section of a newspaper. Bring in sports section from your newspaper...
8. Continued d) Classified	8. a. Discuss the classified section of a newspaper. Bring in classified advertising section from your newspaper. b. Discuss the difference between display and classified advertising. Who would use each?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Bring in one news story on each kind of sport. Discuss. b. Bring in sports article that relates to sports such as biographies, medical reports, or new sports buildings. Discuss. c. Clip out samples of graphs or tables which are used to illustrate the scoring of a sports event.	8. a. Clip out and bring to class any story relating to unusual or seldom reported sports, (i.e., karate, chess). b. See *Student Activity Sheet*: "Classified Advertising" SIR.	
8. a. Committees study the "Help Wanted" ads. Choose three ads to investigate. Discuss what the ads say and what they mean. Write a group report comment on each ad. b. Cut out job, sale, and personal ads and fasten to a sheet of paper. Underline the names and addresses of the companies or agencies. Using street maps, find out how you would reach each address from your school. Write brief directions next to each ad. Tell how long it would take.		

Performance Objectives	TEACHING Total Class
8. Continued e) Theater, entertainment, and miscellaneous features	8. a. Discuss the theater, entertainment, and other specialized features of a newspaper. Find out what kind of help the local newspaper offers in the areas listed: 1) Advice for teenagers 2) Household hints 3) Etiquette 4) Newspaper gets answers and action for you 5) Health 6) Beauty 7) Recipes and Menus 8) Child care 9) Fashion 10) Hobbies and special interests 11) Advice on human relationships 12) Theater and entertainment b. Form committees to report on the areas listed on the board. Cut them out and bring to class. Create a file of features, theater, entertainment, and columns.
8. Continued f) Comics	8. a. Discuss the comics in a newspaper. Bring in the comic page from your newspaper to illustrate the following and discuss: 1) Comic strip character who never grows older 2) A serious comic strip 3) A comic strip that doesn't always use balloons 4) A comic strip that has a complete story 5) A comic strip that tells a story other than through the character's words 6) A comic strip with more/less than four panels 7) A comic strip whereby the panels are not the same width. b. Place comic strips on bulletin board. Discuss kinds of humor used: wit, irony, satire. c. Write stories about characters as they are portrayed in comic strips.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Groups give a one-minute talk before the class using the clipping files of features, columns, theater, and entertainment to find information on a subject.	8. a. Make a bulletin board display, collage, and/or scrapbook of theater and entertainment and other features of newspaper. b. Write letters to feature columnists: "Dear Abby," etc. c. Scrapbooks: e.g. "Foods for Health" "Tonight's Dinner" (Pictorial Menu display with total amount of money spent for dinner, etc.)	
8. a. Groups bring in the comic page. Find a comic strip illustrating these: 1) A joke strip 2) An adventure story 3) A romantic drama b. Groups compose and draw an original comic strip. Present to class and explain. c. Through discussions with parents and other elders, determine which comic strips appeal to adults and discuss possible reasons.	8. a. Write a composition reviewing the comic strips in your local paper. Which do you like best? Why? Compare two comic strips. How are they different? Are they alike in any way? b. Make cartoons and/or comic strip of a class reading (story and/or poem). c. Draw a cartoon depicting an activity of students in your school. d. Write a character analysis of a comic strip personality.	

Performance Objectives	T E A C H I N G Total Class
9. The student will demonstrate the ability to combine concepts, principles, and generalizations in PRODUCING A SIMPLE CLASS NEWSPAPER.	9. a. Discuss producing a class newspaper. List on the board the organization of a newspaper. b. Form committees of the areas listed to organize and produce the class newspaper.

STRATEGIES		
Small Group	Individual	Teacher Notes
9. a. Committees select students to carry out the responsibilities of producing a class newspaper. 1) Compose a work sheet of assignments. 2) Prepare news stories, editorials, cartoons, sports, features, crossword puzzle, etc. b. Editorial committee selects the best work.	9. a. Write a short composition on "The Services Newspapers Render." 1) List sections of your daily newspaper. 2) Put the list in a notebook; once a week check the sections that the student reads.	

Performance Objectives	T E A C H I N G Total Class
10. The student will demonstrate the ability to combine concepts, principles, and generalizations through analysis, classification, and evaluation of FILMS culminating in producing a short class film.	10. a. Discuss the role of films as an instrument of the mass media. Discuss a current film showing in a local theater or on television. What makes a good film? Have pupils list the criteria they use in rating motion pictures. How do they decide what is good, bad, or mediocre? Revise criteria for rating movies if necessary. b. Class takes "Movie Inventory" (see *Exploring Television* pgs. 21-22). Discuss. c. Discuss the class's favorite film stars and supporting players. Why? Which ones are able to play different kinds of roles? Which portray only one type of character? d. Discuss film awards (academy "Oscars") and film festivals. e. Discuss the relationship of films shown in theaters and films shown on television. f. Show one of the better films and evaluate as to criteria established by the class (see Individual Activity 10f). g. Select a silent movie comedy for class showing. Compare it with current television humor. Discuss (see Individual Activity 10g). h. Initiate a discussion of film and its history. What do we mean by film? How do movies move? Clarify that 24 frames equal one second of sound film. Why does the movement in silent movies seem jerky (fewer frames per second were used). Form committees to research the history of films. i. Initiate the reading of one of the following and report to the class: "Walt Disney," "Buster Keaton," "Barbara Streisand," "Bob Hope" (*Modern Short Biographies*). j. Discuss animation and animated films. Encourage creating a class animated film by drawing directly on 35 mm film. Form groups.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
10. a. Organize groups to produce a short movie script, (i.e., writing team, production staff, director, location, props, actors, etc.).	10. a. Bulletin board display, collage, and/or scrapbook depicting the film industry (i.e., Hollywood, film titles, stars, scenes, etc.).	
b. Write an original movie script. Use a story board (a series of pictures showing visual shots in sequence).	b. Collect reviews of the same film by two or more reviewers. Compare their reviews.	
c. Committees research reports on history of films, (i.e., history of cartoons, the development of color, and the development and use of sound). Present to class using visual aids.	c. Report on a film whereby one of the supporting actors made a greater impression on you than the leading actors.	
d. Make a short animated film on 35 mm film.	d. Compare the real facts of the outlaw's life with the motion picture version.	
	e. Pantomime or imitate a "movie star."	
	f. Write a short criticism of the film shown in class (see Total Class Activity 10f).	
	g. Write a precis of the silent movie comedy and the TV comedy show and compare (see Total Class Activity 10g).	
	h. From suggested movie titles listed on board (see Total Class Activity 10m-2) individuals select a title. Write a story outline or short script suggested by the title.	
	i. Make a facsimile of a nickelodeon. Make frames in sequence. Mount them on a revolving cardboard drum. Put the drum in a box with a peephole in the front, a light inside, and a handle to turn the drum.	

Performance Objectives	T E A C H I N G Total Class
10. Continued	10. k. Read and discuss the essay "The One and Only W. C. Fields" (*Native Voices*). l. Discuss the difference between writing a film script and writing prose. m. Discuss technical terminology to be used in producing a class movie script, (i.e., fade in, pan, cut, etc.): 1) Show one short film several times. Have students write an outline of what they see, counting the shots, and using the technical terms to describe the action. Discuss in class. 2) List suggested titles of short scripts on the board. Each student selects a title. Poll class for award winners, (i.e., most imaginative, best story, most dramatic, funniest, etc.) (see Individual Activity 10h). n. SPEECH GAME: Mention a word associated with "mass media." Student talks on it for a few minutes (i.e., "films," "television," "newspaper," etc.).

STRATEGIES		
Small Group	Individual	Teacher Notes
10. Continued	10. Continued	

SOCIAL STUDIES MATERIALS AND RESOURCES

TEXT

1. *GRAMMAR AND COMPOSITION* (Warriner) Harcourt, Brace
2. *THE NEW BUILDING BETTER ENGLISH*
3. *LITERATURE TO ENJOY*, MacMillan Literary
4. *COMPOSITION: MODELS AND EXERCISES*, Harcourt, Brace, and World, Inc.

SUPPLEMENTARY MATERIALS

1. *ENGLISH I*, Hayden Book Company
2. *GATEWAY ENGLISH*, MacMillan
3. *FUNDAMENTALS OF THE RESEARCH PAPER*, Kenneth Publishing
4. *THINKING SKILLS DEVELOPMENTAL PROGRAM* (Kit), Benefic Press
5. *FAMILY OF MAN*, Museum of Modern Art
6. *COMPOSITION THROUGH LITERATURE (B)*,
   FACT OR OPINION?
   HANDBOOK OF WRITING SKILLS
   WAKE UP YOUR SENSES
   WHAT IT WAS LIKE
   FOR OR AGAINST
   IS IT A FACT
7. *CALL CHRONICLE REVIEW*
8. *HOW TO READ YOUR NEWSPAPER*, Harcourt, Brace & Jovanovich
9. *NATIVE VOICES*–Globe
10. *MODERN SHORT BIOGRAPHIES*, Globe
11. *STORIES OF THE INNER CITY*, Globe
12. *EXPLORING TELEVISION*, Loyola University Press
13. *PERSUASION, 1970*, Loyola University Press
14. *COPING WITH THE MASS MEDIA*, McDougal & Littel
15. *DINO AND OTHER PLAYS*, Scholastic
16. *URBAN WORLD*, Scholastic

AUDIO-VISUAL

1. 225 *HOW TO READ A NEWSPAPER*
2. 3714 *A NEWSPAPER SERVES ITS COMMUNITY*
3. 3777 *MIGHTIER THAN THE SWORD: Zenger and Freedom of the Press*
4. 682 *WRITING A REPORT*
5. 235 *IMPORTANCE OF MAKING NOTES*
6. 3604 *MAKING YOURSELF UNDERSTOOD*
7. 234 *KNOW YOUR LIBRARY*
8. 791 *KNOW YOUR LIBRARY*
9. 866 *LISTENING SKILLS: AN INTRODUCTION*
10. 673 *WAYS TO BETTER CONVERSATION*

FILMSTRIPS

1. 1D2 *MOTION PICTURES*
2. 1D3 *NEWSPAPERS*
3. 1D4 *RADIO*
4. 1D5 *TELEVISION*
5. 1D59 *YOUR NEWSPAPER TEAM*
6. 1D194 *WRITING AND PRINTING IN AMERICA*
7. IC228 *RELATION OF PERSONALITY TO COMMUNICATION*
8. IC229 *RELATION OF INTERESTS*
9. *NEWS WRITING* (NE)

SPEAKERS

1. Editor
   City Editor
   Reporters
   Newspaper Personnel
   "BETHLEHEM GLOBE-TIMES"
   "ALLENTOWN CALL CHRONICLE"
   "EASTON EXPRESS"
2. Television Personnel
   Channel 39
3. Radio Personnel
   WGPA – Bethlehem
   WAEB – Allentown
   WKAP – Allentown
   WEEX – Easton

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		10. *THE PARAGRAPH* (NE) 11. *LOOK IT UP* (NE) 12. *COMPOSITION* (NE) 13. *ADVENTURES IN COMMUNICATION* (NE) 14. *WRITING AND REVISING* (NE) 15. No. 304 *PAINTING WITH WORDS* (NE) **FILMSTRIPS—CASSETTE** 1. K183A—*Planning A Paragraph* (NE) 2. *Using Your Encyclopedia* 3. *Developing Composition Skills* 4. *Developing Listening Skills* 5. *Writing Through Pictures* **TRANSPARENCIES** 1. Visual Materials, Inc. *Using The Dictionary* *Using Your Library* *Using the Encyclopedia* *Developing Composition Skills* *Developing Listening Skills* 2. *Writing Through Pictures*, Technifax Education Co.	

GOVERNMENT

UNIT

BETHLEHEM AREA
SCHOOL DISTRICT

Bethlehem, Pa.

GOVERNMENT UNIT

SUB-UNITS: Local Government
Law and Law Enforcement
Education
Recreation

LITERATURE EMPHASIS: Drama

GOVERNMENT UNIT

(Suggested time – 8 weeks)

OVERVIEW:

The purpose of this unit is to acquaint the student with the need for order in a society, and that this order can only be maintained when it is preserved by a government, laws, and citizens educated to the needs of society. It is important for students to realize that government encompasses not only law and law enforcement but also services, education, and recreation.

The essential question to be considered is:
How is the individual affected by the government and in what ways can an individual exert influence and participate in the decision-making process?

GENERAL OBJECTIVES:

SOCIAL STUDIES

..... To investigate urban government through its structure and relationship with other levels of government (county, state, federal), and to understand and to become familiar with services and urban government supplies to its citizens.

..... To determine, through investigation of law enforcement, judicial systems and penal systems, the need for law and law enforcement in an urban community for all its citizens.

..... To understand the structure, financing, and related problems of an urban educational system as compared to any other area of the world.

..... To investigate and understand the structure and the ramification of supplying recreational facilities for all the citizens of an urban area.

LITERATURE

Drama

..... To show understanding of developing dramatic techniques.

..... To show understanding of making a variety of oral presentations.

..... To show understanding of the main and supporting ideas in the play.

..... To show understanding of the personality traits of the characters in the play.

..... To show understanding of the setting of the play.

..... To show understanding of the plot development in the play.

..... To demonstrate the ability of perceive the author's intent and/or point of view in the play.

GOVERNMENT UNIT (Continued)

FUNCTIONAL

..... Outlining
..... Summarizing
..... Reporting
..... Business letter writing
..... Discussing
..... Utilizing reference materials
..... Listening (critical)
..... Paragraph writing
..... Editorial writing
..... News story writing
..... Limerick writing

GOVERNMENT UNIT

SUB-UNIT – LOCAL GOVERNMENT

CONCEPTS

1. Government
2. Institutions
3. Sovereignty
4. Laws
5. Separation of Powers
6. Leadership
7. Citizenship
8. Freedom
9. Equality
10. Conflict and Conflict resolution
11. Democracy
12. Autocracy
13. Dictatorship
14. Monarchy
15. Oligarchy
16. Republic
17. Federalism
18. Decision making
19. Vested interest
20. Political parties
21. Bureaucracy
22. Executive
23. Legislative
24. Judicial
25. Acceptance of majority opinion
26. Willingness to make decisions and to take action
27. Recognition that man is capable of altering his environment
28. Interdependence
29. Respect for rights and values of others
30. Objectivity
31. Taxes
32. Public Services

PROCESSES

1. Locating resources
2. Interviewing
3. Role playing
4. Comparative analysis
5. Interpretation of maps, charts, graphs, cartoons
6. Drawing inferences from printed and non-printed sources
7. Critical thinking
8. Clarify and substantiate one's own values
9. Problem solving techniques
   a.) Define problem
   b.) Identify goals
   c.) Collect data from various sources
   d.) Consider alternatives
   e.) Analyze possible consequences of decision
   f.) Choose a course of action n
10. Debate
11. Classification of data
12. Field trip
13. Creative writing

Performance Objectives	T E A C H I N G Total Class
1. Through discussion, students will show an understanding of the need for government in a society.	1. a. Class discussion on the need for government, possible reasons why it came about, and some forms government can take. b. Define politics and, in a discussion, relate it to government.
2. Students will be able to define democracy and to state how it differs from other forms of government.	2. a. Class discussion of the form of government found most desirable in the United States. b. Show film "Defining Democracy." c. What does Watergate mean to you? 1) Individual students write a short paragraph. Discuss as individual contributions to total class discussion. Or, students discuss their individual statements in small groups and then each group reports to total class.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Students divide into small groups and each group is told that the class will settle an uninhabited part of the world and that they must organize the class so that all can co-exist peacefully. The committee is to draw up the kind of organization that it will follow and report to the class on that form and the possible problems it presents. b. Through role playing, help students recognize that people act from a mixture of motivations and that people are not all good or bad. Prepare a skit to be presented to total group on this theme. c. Prepare a skit showing ways you can resolve a conflict (i.e., your parents want you home at 9:00 and the dance ends at 10:00). 2. a. Committees report on forms of government, for example, dictatorship, autocracy, oligarchy, constitutional monarchy. Have each committee list countries that have each type and report back to class. b. Investigate the origin of ten political terms in the English vocabulary and report back to total group.	1. a. Explain briefly in an essay the statement, "Every government must limit the freedom of the people in some ways." b. Read novel *Lord of the Flies* by William Golding and/or the *Butterfly Revolution* by William Butler and write a book report or resume to indicate "The defects of society falls back on defects of human nature." c. Research "Independence Day" from your native country. Report back to class on its importance to your family. If no such day exists, give reasons, pro and con, why it should exist. d. List your political heroes and compose two short paragraphs on each as to why you consider this person your hero. 2. a. Collect newspaper articles dealing with minority's efforts to obtain equal rights. Display these on bulletin board. b. Read "Carl B. Stokes and Richard G. Hatcher, American Mayors," "Adlai Stevenson and Richard M. Nixon" from *Modern Short Biographies*. Have these men, through their political accomplishments, attained their dream? Write an essay on "I Have a Dream." c. Read the novel *One Day In The Life of Ivan Denisovich* by Alexander Isayevich Solzhenitsyn, and write a comparison about what life in Russia is like as compared to life in the U.S. Report back to total group for discussion.	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to compare the key job of each level of government in the United States.	3. a. List on board the levels of government. Next to each have students list some of the powers it has. Discuss any areas of conflict and how these might be resolved. b. Interview a city government reporter from a local paper about issues facing the government. .
4. Students will be able to list at least 3 officials of the country and breifly state some of their duties.	4. a. Show filmstrip set "County Government, Part I." b. Field trip to the county courthouse and, if possible, attend a meeting of the Board of County Commissioners. c. See resources *Northampton County 1972 Directory of State, County and Local Officials* and booklet entitled, *Northampton County Officials.* e. Distribute Community Disaster Plan for Lehigh and Northampton Counties (pamphlet) and discuss organization and operation.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Committees can gather data on the 3 branches of government at each level. Include number in each branch, their titles, duties, qualifications, length of term, and how they are elected. Use this data to draw up charts comparing the three branches of government at each level. b. ART: Have the students trace the development of the political cartoon (i.e., Daumier – French). Why did it start? What result do such cartoons produce? c. ART: Have groups of students take a problem facing each level of government and design slogans that could be used for bumper stickers.	3. a. Present student with a list of problems (i.e., his trash is never collected, or he is opposed to the war in Vietnam). Have students identify the level of government to which he would make his complaint. b. Using the telephone directory, list any state or federal offices that are located in your city. c. ART: Have the students draw a political cartoon of a local, state and national situation. First give examples to discuss. d. Read *The Ugly American* by William Lederer and Eugene Burdick. Make a collage from pictures showing emotions of foreigners towards Americans.	
4. a. Research the history of the county system. b. Classify the counties of Pennsylvania according to class. c. Prepare a list of county agencies and the services they provide to the people.	4. a. On a desk map of Pennsylvania, locate the counties. b. List the names of the elected officials of your county. c. What examples of the county's duties can you find in your neighborhood?	

LOCAL GOVERNMENT

Performance Objectives	T E A C H I N G Total Class
5. Students will be able to discuss the structure of 3rd class city government, borough government, and township government.	5. a. Class discussion on types of local government in Pennsylvania and how it is determined which type an area may have. b. Debate on topic: All cities in Pennsylvania should have a city manager form of government. c. Panel Discussion: The city of Bethlehem should annex its surrounding townships and boroughs.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. List the different classes of cities in Pennsylvania. b. Committees report to the class on the types of 3rd class city government. Include the major offices and departments of each as well as the advantages and disadvantages of each. c. Committees formed to take slides or pictures showing the growth of the surrounding townships and boroughs. Prepare a presentation for the total group either supporting or rejecting the annexation of these areas to the city. d. Interview people in surrounding townships and boroughs as to their needs, desires, and aspirations for annexation to the city. Cite taxes, services, protection, etc. Report back to your total group or prepare for your panel discussion.	5. a. Draw a chart showing the offices of the local government under which you live. Who are the people who fill these offices and how are they chosen? Post these on bulletin board. b. Have a student research the difference between a "strong mayor" form of government and a "weak mayor" form of government.	

Performance Objectives	T E A C H I N G Total Class
6. a. The student will be able to list some duties of local government and the services provided.	6. a. Students can bring in pictures illustrating examples of the duties and services of local government. b. Students draw up a list of problems they might face. Find a city agency which would help with that problem (i.e., drug, alcoholic relative, noisy neighbor). Possibly interview members of these agencies or visit them. c. Invite a city official to the class. Question him about his duties in the local government and perhaps bring up areas of complaint which arose in neighborhood services. d. Plan a class visit to Wild Creek and identify the source of our city water and steps taken to purify it. 1) Prior to taking the trip, class should view Robin Miller's film, WILD CREEK (color 20M) (RIMC). 2) A student's response sheet or map should be prepared for student's use on trip. e. Class discussion of any problems which they feel their neighborhood has and is not being satisfactorily dealt with by the government. If the feeling is strong, contact the appropriate department about solving this problem. f. If possible, attend a city council meeting. g. Field trip to the Bethlehem Civic Center. h. Use simulation game, "Why Do We Live In Cities?" (see appendix). i. P. 16-17, *The City Today and Tomorrow*.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Committees report to the class on the duties of the officials and departments of a Mayor–Council form of government. b. Interview a number of residents in your neighborhood and ask if they are satisfied with the job the local government is doing. What areas of complaint? Tape record these interviews for presentation to class. Utilizing taped material to support your arguments for or against services given to citizens, report back to total class outcome of interview. c. Find examples of how city government protects the health of residents. d. Using a road map, plan a field trip to the source of Bethlehem's water supply. Show the route you would take. Are there any interesting landmarks you could point out along the way? e. Write a letter to the editor expressing your views about the services provided by city government. f. Students will role play a simulated problem dealing with fighting city hall. See "You Can Fight City Hall" activity in the Croft Teachers Service in SIR.	6. a. How many examples of city services did you see on your way to school this morning? b. Interview a local governmental official and discuss his position on current local issues. c. Write original limericks on services provided by city government using the following guidelines: 1) lines 1, 2, and 5 should agree 2) lines 3 and 4 should rhyme 3) lines 1,2, and 5 should be longer than lines 3 and 4. d. Make up ballads about people who perform services for the public. e. Using a map of Pennsylvania: 1) Identify the source of water in Bethlehem. 2) Trace the route of this water to Bethlehem.	

Performance Objectives	T E A C H I N G Total Class
7. Given a list of taxes, students will be able to classify the types of taxes which government uses to finance its services.	7. a. Class discussion on types of taxes citizens pay. Discuss which level of government collects each tax. b. Distribute cards to students assigning them an occupation and a realistic yearly salary for that occupation. Tell them they will receive 26 paychecks a year. Have them figure their pay and subtract deductions for the various taxes they would pay. c. General discussion and/or committee debate: Sales tax is the fairest form of taxation because everybody must pay it. d. Use *Problem Solving Booket* pp. 115-116, "Where Do Our Taxes Go?"

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. a. Committees compile a list of how taxes are spent by each level of government. Construct pie graphs showing this information. b. Have committees decide how they would spend tax money if they were in charge of the government. c. Obtain copies of the budget of the city or county. In your opinion, which of these are good expenditures? Which are not?	7. a. What are all the taxes you pay on a car in Pennsylvania? b. Bring in pictures of examples of tax money at work. Which of these expenditures are in your opinion, better than others. c. Write your reaction to the statement, "It is unconstitutional to force a person to pay taxes if he is opposed to what the money is being spent for." (i.e., airport boarding tax, federal tax on telephones, income tax).	

Performance Objectives	T E A C H I N G Total Class
8. Students will be able to discuss how local officials are elected to office.	8. a. Class discussion on voting, rights and responsibilities. b. Show filmstrip Political Parties. c. Invite local representatives from the Democratic and Republican parties to speak to the class on the philosophy of their party.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Small groups will choose a member to run for city council. Design campaign posters and literature to distribute to the class. Try to persuade others that he is the person to vote for and have mock election. b. MUSIC: Look for songs which express political views, state of the country, internal or external strife such as taxes, draft, welfare. c. Make up a song stating a political view or preference using a popular tune. d. Decide through discussion what is right and what is wrong with major political parties. What can be done to rectify the wrongs, and what can we do to broaden the rights?	8. a. Research campaign slogans from the past and analyze their effectiveness. b. Offer to assist a candidate for local office, share your experiences with the total groups and use your persuasive talents to encourage others to follow your example. c. Cut out pictures of faces of candidates from newspapers and magazines. Decide what emotion they reflect. Put your own comments beneath each picture. Return to small group and exchange pictures and ideas. d. Interview a former candidate from a previous campaign who may have won or lost in local government. Choose a minority member if possible. Report the following factors to class. Add questions of your own. 1) Does the minority member seek a liberal vote? How does he plan his strategy? Whose advice does he seek? Does he get support from the political machine? What were the shortest issues you considered in your platform for city council or school board?	

Performance Objectives	T E A C H I N G Total Class
9. A student will recognize that participation in good citizenship is a concern of everyone in school, community, state and nation.	9. a. Discuss the broad dimensions of good citizenship. Invite either through personal appearance or tape recording the following: 1) Principal, Assistant Principal, Guidance Counselors to speak on good citizenship in school in an assembly. 2) Mayor or representative from city council to speak at an assembly. 3) Representative or senator from state to speak at assembly. 4) Representative from Congress to speak at assembly. Discuss with total class what each speaker had to say about topic. b. Involve the class in an activity that they feel is worthwhile. For example collect money for UNICEF, "adopt" a child (American Indian or foreigh), "adopt" a grandparent, at local home for for aged, raise funds to build a school in a foreign country. c. Use *Problem Solving Booklet* (pp. 85-88) "What Would I Do With Student Power."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
9. a. Discuss in different committees: What is a good citizen and how do I become one?	9. a. Devise a new award for good citizenship with a criteria for attainment to be reported back to committee, total group and then representatives would decide on a uniform good citizenship award which youth in each junior high school would receive for outstanding citizenship.	
b. Devise bulletin board displays for good citizenship.	b. Select a person who is currently in the news whose actions appear to be for what is right and just. Do you agree with him? Do you admire him? Write a short essay on why you admire a person who stands for what is right and just.	
c. Discuss how many years of experience and observation are necessary to attain practical and good citizenship wisdom. Do young people have enough experience to have this wisdom? Set out to prove it by setting up criteria for good young people citizenship.	c. Design an advertisement, illustrating with a poster, and/or song, an imaginery product to rid the world of all its ills (i.e., war, famime, pollution, hate).	
d. Compile a list or organizations in your community that service people in need. Ask about services young people can offer to these agencies.	d. Write a short composition "How Can One Individual Affect His City Government?"	
	e. Read "Mighty Man" from *Stories of the Inner City*. Find a newspaper clipping similar to this story and discuss.	

SOCIAL STUDIES MATERIALS AND RESOURCES

TEXT

1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) Chapters 7-8-9-11-12-13
2. *URBAN AMERICA* (Sadlier) pp. 176-225

SUPPLEMENTARY MATERIALS

1. *THE BETHLEHEM GLOBE-TIMES ALMANAC*
2. *KNOW YOUR CITY* League of Women Voters
3. *KNOW YOUR COUNTY* Northampton League of Women Voters
4. *A DIRECTORY OF COMMUNITY RESOURCES* Lehigh Valley Community Council
5. *1972 DIRECTORY AND DATA BOOK ON PENNSYLVANIA CITIES* Pennsylvania League of Cities
6. *WATER SUPPLY AND SEWAGE FACILITIES PLAN UPDATE 1970* Joint Planning Commision
7. *A SYNOPSIS OF THE BETHLEHEM WATER SUPPLY SYSTEM*
8. *WILD CREEK IN THE POCONOS SOURCE OF BETHLEHEM'S WATER SUPPLY*
9. *NORTHAMPTON COUNTY 1972 DIRECTORY OF STATE, COUNTY AND LOCAL OFFICIALS*
10. *NORTHAMPTON COUNTY OFFICIALS*
11. *COMMUNITY DISASTER PLAN FOR LEHIGH AND NORTHAMPTON COUNTIES*
12. Simulation Game: *"Why Do We Live In Cities?"*

AUDIO-VISUAL

Films

1. 3056 *Defing Democracy*
2. 5037 *The Challenge of Ideas*
3. 3891 *Our Community Services*
4. 7032 *Screen News Digest, Volume 7, Issue 2, Democracy In Action–The Candidates Are Chosen*
5. 3785 *Campaign–America Style–Part I*
6. 3786 *Campaign–America Style–Part II*
7. 3792 *Our State Government*
8. 969 *Our City Government*
9. 3897 *Wild Creek*

Filmstrips

1. *Communism: What You Should Know About It and Why* (SFS)
2. *Democracy: What You Should Know About It and Why* (SFS)
3. 2A27 *How Pennsylvanians Govern Themselves*
4. 2W7 *Local Government*
5. 2W9 *Municipal Government*
6. 2W139 *Introduction to the County Board of Supervisors*
7. 2W140 *Assessor - Tax Collector - Treasurer - Auditor*
8. 2W141 *Clerk - Recorder - Superintendent of Schools*
9. 2W142 *District Attorney - Courts - Probation Department Administration*

SPEAKERS

City Government
Former Black Candidates

1. Esther Lee (won) School Board
   514 Pawnee Street
   member-Bethlehem, Pennsylvania
2. Jerry L. B. Hargrove (lost) City Council
   Bethlehem Steel
3. R. Wakefield Roberts (lost) City Council
   CAC Executive Director
   520 East Broad Street
   Bethlehem, Pennsylvania 18017

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		10. 2W143 *Sheriff-Coroner* 11. 1F97 *What our Taxes Do For Us* 12. 1F80 *Why We Pay Taxes* 13. 2W80 *Political Parties* **Recordings** 1. *Leadbelly* (May be obtained from Music Dept., Northeast) Composer of Goodnight Irene wrote his music while in prison—most of his entire life was spent in prison.	

LAW AND LAW ENFORCEMENT

CONCEPTS

1. Laws
2. Government
3. Constitutionalism
4. Leadership
5. Citizenship
6. Freedom
7. Equality
8. Conflict and conflict resolution
9. Democracy
10. Equality
11. Federalism
12. Decision making
13. Bureaucracy
14. Executive
15. Legislative
16. Judicial
17. Interdependence
18. Recognitions of limitations of environment
19. Respect for rights and values of others
20. Acceptance of majority opinion
21. Clarification of values
22. Willingness to make decisions and take action
23. Recognition that man is capable of altering his environment
24. Objectivity
25. Justice
26. Taxes
27. Public Services

PROCESSES

1. Locating resources
2. Interview
3. Role playing
4. Comparative analysis
5. Drawing inferences from written and non-written sources
6. Critical thinking
7. Clarify and substantiate one's own values
8. Problem solving techniques
   a.) Define problems
   b.) Identify goals
   c.) Collect data from various sources
   d.) Collect data from various sources
   e.) Analyze possible consequences of decision
   f.) Choose a course of action
9. Debate
10. Classification of data
11. Field Trip
12. Creative writing

Performance Objectives	T E A C H I N G Total Class
1. Students will be able to discuss the need for law in a society.	1. a. Class discussion on the need for law.
2. Students will be able to identify examples of criminal law and examples of civil law.	2. a. Show film "Justice, Liberty, and Law." b. Using a teacher-made list, have students identify cases that would go to criminal court and cases that would be settled by civil court.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Draw a cartoon strip showing a possible way law came about to be posted on bulletin board. b. Create a film or slide show to dramatize and/or illustrate the problem of law and order and its need in our society. c. Research statistics from our own community which supports or negates the need for law. d. Read from *Crime and Safety* Part I "Crime and Criminals" designating at least one topic for each to read. Report back to committee prior to final total class discussion.	1. a. Collect excerpts from speeches of candidates to public office which deal with law and order. Compare these with others in the class. Compare what each candidate said about law and order. What emotion did each try to elicit from his audience? Did you agree with the candidates? b. Write an editorial citing the need for law and order in our society. c. Read the short story "Riot" from *Stories Of the Inner City*. Complete the story writing your own conclusion. Compare with others and discuss in total class. d. Find examples from foreign press which reflect their attitudes to our laws and order problems. As a comparison, consult articles from the U.S. press which reflect their attitude toward world wide law and order problems. .	
2. a. Draw a poster showing the differences between civil and criminal law. b. Gather information on and report to class on Pennsylvania state laws concerning liability and rights of minors. c. Role play. Students divide into committees to produce skits showing either civil wrongs being committed or a criminal wrong. Students watch each skit and should identify each as civil or criminal.	2. a. From the newspaper, clip articles about civil and criminal cases. b. Explain the differences between felony and misdemeanor, citing examples of each.	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to identify at least 3 sources of law.	3. a. Show films "The State Legislature" and "The Congress." b. Panel discussion: A representative in the city council, state legislature, or U.S. Congress should be required to be a lawyer. c. Show film "Changing the Law."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. Sources of Laws: a. Draw a chart showing how laws are passed by each level of government. b. Collect newspaper articles dealing with laws currently being studied by one of the legislatures. c. Prepare a list of Administrative agencies that pass regulations (i.e., Food and Drug, FCC). d. Study the recent work of one of these agencies. Is it doing an effective job? Why or why not? e. Look up the following items and tell how you think they relate to the protection of citizens by government: The Bill of Rights, The Food and Drug Administration, The Employment Act of 1946, Medicare. f. List the ways it is possible to change a law that you feel is unfair. g. Research some important court cases in which the courts decisions have placed new interpretations on specific laws. h. Research and prepare a paper to be presented to the principal to try to persuade him to see the wisdom in modifying or eliminating a school rule which the committee found to be unjust or not pertinent to the times.	3. a. List ways you can influence government to pass a law you desire. b. Write a letter to your representative to influence him to vote or initiate a bill you want passed. c. Analyze a character from literature for the degree of integrity, for example, Huck Finn, someone from *Profiles in Courage*, or *Kate's Story* by Christopher Leach. Determine whether the author accomplished what he set out to do with character analysis. Report back to your committee for discussion and comparison. d. What laws can you find that have been changed in recent years? Be prepared to discuss whether or not you feel these changes are right. e. From *Native Voices* read "Letter from Birmingham Jail" by Martin Luther King, Jr. According to Dr. King, any law that degrades human personality is unjust. Research others throughout history who have felt that civil disobedience was acceptable as a means to disagree with unjust authority. Write an essay or letter on this topic. f. Research how the change in the voting age to 18 years was brought about.	

Performance Objectives	T E A C H I N G Total Class
4. Students will be able to list some of the duties and services of police at each level of government.	4. a. Show film "The Policeman and His Job." b. Invite a state policeman to class and interview him about his training and work. c. Plan a class trip to the police station. d. Invite a special agent with the FBI to class, interview him about his training and work. e. Show film "Focus on Interpol" from Screen News Digest. g. Discuss what qualities are needed in the personal makeup of a policeman or policewoman. g. Discuss: Has the public image of a policeman increased or decreased in the last five years?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Interview a local policeman about his daily duties. b. Obtain the requirements for a special agent with the FBI, a local policeman, a state trooper. c. Collect articles on law enforcement officers. d. Interview a private and/or security detective about his work and report to the class. e. Draw up a survey form about the attitude of students in your school towards the police. Include why they have this attitude. Report to the class. f. Survey the students in your school about their attitudes toward courts. Do they feel they are too strict or too lenient? g. Read and present to total class the play *Dino* by Reginald Rose to better understand peer relationships and their importance to teen-agers.	4. a. Watch a television show dealing with police. Be prepared to report to the class on its realism. b. Write the Department of the Treasury requesting information about their law enforcement duties. c. Investigate what career fields in law enforcement offer the most potential for men of conviction and integrity and report back to total group. d. Interview a member from a known gang in your school or community. Cite reasons why they belong, what they get from belonging. Is belonging to a gang the best solution for peer acceptance? Share this interview with total group for discussion. e. Visit community accepted youth centers such as the Fire House, the Mill, and Traffic House and observe, interview, and participate to report for the total group whether youth's needs are met through these centers. f. Read the story "Tony, Theresa, and Me" from *Stories of the Inner City* for an example of gaining self-reliance in growing up. g. Student select and read any of the following selections from *Stories of the Inner City* "Big-Man," "Ronald Watson's Friend," "Walking the Beat," "The Loafers." Report to the class.	

Performance Objectives	T E A C H I N G Total Class
5. Students will demonstrate an awareness of the basic structure and importance of the judicial system.	5. a. Films "Bill of Rights in Action: The Story of A Trial," "Interrogation and Counsel," "Search and Privacy," "Justice, Liberty, and Law" where applicable. b. Invite a judge or Justice of the Peace to class and interview him about his job and training and how he got his job. c. Plan a field trip to a court when it is in session. d. Stage a mock trial in the classroom having students enact the roles. (Guidelines in *Justice in Urban America*: "Law and the City," Houghton-Mufflin, p. 125-130.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Draw charts showing the structure of the state and federal court system. b. Interview a lawyer about his work and the requirements he had to meet to practice law. c. Find what courts in your community would try: petty theft, speeding, truancy, breach of contract, shooting a pet dog, enforcement of a will. d. Research the penalty in the U. S. for possession of narcotics. Compare it with the penalities in Great Britian, U.S.S.R., Spain, Greece and Turkey. e. How would your arrest, trial, and penalty differ from that of an adult?	5. a. Watch a television show about lawyers. Report to the class on its realism. b. Interview someone you know who has served on a jury on his experience. c. Read *Daughter of Time* by Josephine Tey and discuss problems faced in establishing a person's guilt or innocence. d. Write a speech about proposals you would make to bring about a decrease in juvenile delinquency. e. Make a collage of photographs from newspapers and magazines illustrating what might be the most serious contribution to juvenile delinquency.	

Performance Objectives	T E A C H I N G Total Class
6. Students will be able to state the function of prisons, discuss forms of punishment, and current ideas of prison reform.	6. a. Interview an ex-convict about his crime and his time in prison, and any prejudice he has met since his release. b. Invite to class an official from the county prison or county prison board and discuss their plans for prisoner rehabilitation. c. CLASS DISCUSSION OR DEBATE: Capital punishment is no more "cruel and unjust punishment" than that suffered by victims of rape or murder. d. Interview a parole officer about what he does to help ex-convicts. e. Discuss the development of half-way houses and their impact on the community. f. Show film "Prison" – (59 min., B&W). g. Show film "Odds Against" – (32 min., B&W).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Find and listen to some prison songs. What feelings do they convey? b. Make up a song about the judicial system, prison reform, or capital punishment. Can creativity come from people in prison? c. Research recent prison outbreaks and report to the class on why they occurred. d. Write a short play on what you think a day in prison life is really like. Present this play to the entire group. e. Read "Thunder on Sycamore Street" from *Dino and Other Plays*.	6. a. Read *Birdman of Alcatraz* to show that learning may continue even in most adverse conditions. b. Research prisons. Using the information you find, write an essay on why adult prisons are not the proper place to confine juvenile offenders.	

TEXT

1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) pp. 109-111, 197-209
2. *URBAN AMERICA* (Sadlier) pp. 94-103

SUPPLEMENTARY MATERIALS

1. *PEOPLE AND THE CITY* (Scott, Foresman) "Crime and Safety"
2. *RIGHTS OF THE ACCUSED* (American Education Pub.)
3. *THE LAWSUIT* (American Education Pub.)
4. *COURTS AND THE LAW* (American Education Pub.)
5. *JUSTICE IN URBAN AMERICA* (Houghton-Mifflin)
   "Crimes and Justice"
   "Youth and The Law"
   "Law and the City"

AUDIO-VISUAL

Films

1. 3233 *State Legislature*
2. 3044 *The Congress*
3. 3299 *The Supreme Court*
4. 3798 *Changing the Law*
5. 3827 *Bill of Rights In Action: A Story Of A Trial*
6. 3884 *Interrogation and Council*
7. 3885 *Justice, Liberty, and Law*
8. 3886 *Search and Privacy*
9. 7009 Screen News Digest, Volune 4, Issue 9 *"Focus on Interpol"*
10. 3828 *The Policeman and His Job*
11. Modern Talking Pictures Service Inc., 1234 Spruce Street, Philadelphia, Pa. 19107 2828 *The Thin Blue Line (Police)*, 3600 *The Noble Breed (Firemen)*
12. *"Prison"* (Public Library)
13. *"Odds Against"* (Public Library)

Filmstrips

2W73 *Man The Lawmaker*
The War on Crime (SFS)

SPEAKERS

1. Sinclair W. Chiles
   Northampton County Prison Board
   135 Langhorne Avenue
   Bethlehem, Pennsylvania
   (868-1640)

EDUCATION

CONCEPTS

1. Education
2. Taxes
3. Institutions
4. Specialization
5. Vested interests
6. Public services
7. Innovation
8. Citizenship
9. Leadership
10. Conflict and conflict resolution
11. Democracy
12. Laws
13. Government
14. Decision making
15. Bureaucracy
16. Respect for the rights and values of others
17. Interdependence
18. Equality of opportunity
19. Willingness to make decisions and take action
20. Favorable self-concept
21. Objectivity

PROCESSES

1. Locating resources
2. Interview
3. Comparative analysis
4. Drawing inferences from writted and non-written sources
5. Critical thinking
6. Clarify and substantiate one's own values
7. Problem solving
   a.) Techniques
   b.) Define problem
   c.) Identify goals
   d.) Collect data from various sources
   e.) Consider alternatives
   f.) Analyze possible consequence of decision
   g.) Choose a course of action
8. Classification of data
9. Field trip
10. Creative writing

Performance Objectives	T E A C H I N G Total Class
1. Students will be able to discuss the importance of education in our society.	1. a. DISCUSSION: How does the public education system: 1) Prepare you to earn a living? 2) Enrich you culturally? 3) Make you a more valuable member of the community? b. Invite a retired teacher, principal, or administrator to class to discuss early days of education and changes which have taken place since they began their career and completed it. c. Invite a parent, teacher, principal, board member, administrator, or state legislator to class to discuss what the immediate educational needs of our community are, how are we meeting those needs, and what are our longer ranging goals. d. Students will be discovering how schools have and have not changed over the last 70 years. Use *Problem Solving Booklet* "Do All Things Change" (pp. 96-98.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Draw up a course of study that will prepare students for life. Be prepared to justify your choices. b. Research various courses in our own district which better prepare the individual for a place in society—report back to total class.	1. a. Explain the difference between formal and informal education. b. React, in an essay, to the statement "An illiterate person is swayed by a glib tongue." Report back to committee your feelings. c. Read two essays from *Modern Short Essays* where the education received by the persons involved supported the ultimate vocation of these people. d. Interview various members of the community who have attained leadership roles. Be particularly concerned as to how their education helped them or hindered them. e. Read the short story "The Re-Union" from *Stories of the Inner City* and write a resume for the class being especially concerned with the author's point of view. f. Write a friendly letter to an old classmate who moved from the area. Reflect on past experiences and future applications. g. Interview a person you admire concerning his job and the education he needed. Would you like to enter his occupation?	

Performance Objectives	T E A C H I N G Total Class
2. Through observation, students will demonstrate an awareness of the laws governing public schools and its structure. 1) Given a structure of a school system, student will insert job titles. 2) Given a list of school administrative personnel, student will be able to describe principal duties of three of the key people. 3) Student will be able to list two typical school laws and explain in general how they affect the student, the administration, the structure, and the community.	2. a. Read some of the school laws of Pennsylvania and discuss how they affect your school district. b. If possible, attend a school board meeting. c. Invite a member of the school board or an administrator to class and interview him or her about his/her job. d. Take a field trip to the School District Education Center and discuss jobs of each office.
3. Students will be able to list the special services the school district provides to citizens and how it meets community needs.	3. a. Invite members of the school district special services to class, perhaps the school nurse, district psychologist, the coordinator of minority affairs, or a guidance counselor. b. Show film "Soviet School Children." Follow up film with discussion identifying similarities and differences. c. Interview a teacher from a special class in the district, for instance one who teaches non-English, the mentally retarded, or physically handicapped. d. Interview a blind student in the district and have him describe his educational needs and how they were/were not met.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Chart the structure of the local school administration. b. Interview some of your teachers about the qualifications they must meet.	2. Research the different classes of school districts that can exist in Pennsylvania.	
3. a. Compile a list of problems faced by people in your age group. Be prepared to discuss how the school district might be able to help with these. b. Survey several different neighborhoods in your community to determine what their major concerns are as far as education is concerned. Tape record their responses and try to report back to the administration for action. c. Research artificial languages (i.e., Volapuk, Esperanto, Interlingua) as possible universal language. Report your findings to the total class and discuss how one of these might help the school district and international understanding.	3. a. From the telephone directory, make a list of offices in the school district that provide services to you. b. Give your views and sound reasons why English or your ethnic language would be an acceptable universal language. c. Research through various dictionaries of names such as *What To Name Your Child* by Evelyn Wells what your name is in the various countries of the world (i.e., John in Spanish is Juan. What is it in French, Italian, Irish, German, and Russion?). For what does your name stand? d. Plan a tour of your school, emphasizing its good points and special offerings. Invite community people to take your tour.	

Performance Objectives	T E A C H I N G Total Class
4. Students will be able to discuss the problems faced by public schools in the United States.	4. a. Class discussion on the financing of the school district. b. CLASS DISCUSSION OR DEBATE: People with no children shouldn't pay school taxes. c. PANEL DISCUSSION: Property taxes are an unconstitutional way of funding public education. d. Invite an officer from the BEA to class and interview him about the problems of BEA and the improvements they would like to see in the district. 1) Either do this by a taped interview to be played back to the students for discussion. 2) Have a panel discussion with the leaders of the BEA on panel and teacher used as moderator. 3) Debate on panel discussion between BEA leadership and/or school board membership and administration.
5. Student will understand new trends in education through participation and observation and be able to discuss two innovations.	5. a. Visit a local open concept school and discuss how it differs from schools you've attended. 1) Or invite principal from open concept school to class to discuss this innovation. b. Discuss ITA alphabet in class – get student, parent, elementary teacher comments. 1) Invite Dr. Rebecca Stewart to discuss why it was initiated in Bethlehem.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Find out the cost of educating one pupil in the school district. Compare to the cost of training a soldier. b. Interview your principal on the problems he faces in his job. c. Interview a member of the school board and/or administration. Ask about ways, if any, they involve the community in making decisions. d. Obtain a copy of the School District budget and ascertain how taxes are spent.	4. a. Write a resume of a course you would like to take in school. Why isn't it offered? Could it be? b. Read *Up The Down Staircase* by Belle Kaufman. Compare problems of big city schools with problems in your school. c. From the book *Modern Short Stories* read the biography "Anne Sullivan Macy: Teacher," and cite in a written resume the problems which were encountered by this teacher and how she overcame these problems.	
5. a. Use aerial photographs of various areas in the community and have students pick out schools and adjacent areas. Compare old with new as far as space for athletic activities, parking, etc. b. The students study the various types of school structures in the community. What type of building best helps people learn? Why?	5. a. Write a composition about what your school means to you. Remember to cite the type of value you place on this school (i.e. aesthetic, sentimental, or monetary). b. Design a school you would like to attend and tell why. List any special facilities you would include. c. Design an ideal classroom. Why did you include the things you did? d. Make up a new system of grading that would be more fair to all students. e. Make up an educational game that would help students learn and that they would enjoy playing.	

Performance Objectives	T E A C H I N G Total Class
6. Through personal observation and participation a student will be able to help in bringing about a vibrant and healthy school spirit.	6. a. A total class discussion on what school spirit is. How does it begin? What does it encompass, etc.? b. Rap session with total class and the following invited guests: 1) Head cheer leader 2) Head majorette 3) President of glee club 4) President of the band 5) President of student commission 6) Captain of one or more major sports Questions and answers about different activities and how they affect the school should be discussed. c. Invite an officer from the PTA of your school to class. Question her about what the PTA does for your school. Is there a way to become involved, perhaps changing PTA to PTSA? d. Invite cheerleaders in and learn some of your school cheers. e. Invite interested citizens to your school and classes. Take them on a tour of your building and tell them what makes your school unique. f. Make a study of the club program in your school. Is it popular? Why or why not? Make recommendations that would improve it?

STRATEGIES		
Small Group	Individual	Teacher Notes
6. a. Committees formed as to interest in particular area–band, glee club, majorettes, cheer leaders, student commission, and sports. Discuss and formulate ideas to enchance their interest area to the total school population through assembly programs, school newspaper, or bulletin board display.	6. a. Elect a class member to be a student speaker at a pep rally and prepare and deliver a speech on school spirit.	
b. Develop posters and/or bulletin board displays in main lobby for your area of interest.	b. Develop posters and/or bulletin boards for a sporting event, musical presentation, play or student council activity.	
c. Map out an advertisement campaign for a school event. Cover the following: 1) Make posters 2) Place posters 3) Spot announcements 4) Frequency	c. Participate in an interest of your choice always doing your best for the total school.	
d. Draw posters and signs you can use at sports activities for your team.	d. Invite a member of an opposing team to your home for dinner.	
e. Make pins promoting your team and pass them out to students the day of the game.	e. Write letters to the editor of your local newspaper when you feel that an event needs special coverage and interest for public relations purposes.	
f. Revise a school booklet of rules and regulations so that it speaks to the joys and pleasures of learning rather than to restricting and punishments.	f. See if you can make arrangements with the local paper to report your schools events to them.	
g. Research the history of your school. Use old school board bulletins, interview alumnae, check for trophies and awards, (In the past–Some things you may want to find out: Why did your school receive its name? How has the building been altered? Did any famous people attend your school? Plan a hall display, around the facts you've discovered.)	g. Wear your school colors the day of a sports event.	
	h. Volunteer to work in the school store, usher at a school event, take visitors on tours of the building.	
	i. Using your school colors, design a new school emblem–design a flag for your school–what do your school colors stand for?	
	j. Compose a revision of your school "Alam Mater" by changing the words and music or write a new stanza reflecting "today." Change or compose a new musical rhythm to the one already written. Consult any musician you know.	

Performance Objectives	T E A C H I N G Total Class
7. Students will become aware through observation of the opportunities for higher education in the area.	7. a. Visit a local college or university. b. Invite an admissions official of a local school and ask about the requirements for admission to that school. c. Visit a vocational technical school and discuss the list of courses they offer and requirements necessary for attending. d. Through aerial photographs of the community, pinpoint the various educational facilities available in our immediate area (i.e., higher education, colleges and universities, public education, parochial education, technical education).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. a. Interview a member of the faculty of administration of a local college about its offerings. b. Interview a student at a local institution of higher learning and ask what he likes about his school and what he dislikes. c. Research the available educational possibilities for students in our immediate area. List course, costs, etc. Report back to total group for discussion.	7. a. Write a composition on the occupation you want to follow when you finish school. What facilities does the area offer to help you prepare for this? b. Research in library the particular area of interest and write a report on it. c. Interview a person who is successful in the field of your choice asking pertinent questions about your area. d. Read biographies from *Modern Short Biographies* – cite how education helped these individuals to attain their goals.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) pp. 101-102, 112-116 2. *URBAN AMERICA* (Sadlier) pp. 52-61	1. *PEOPLE AND THE CITY* (Scott Foresman) "Speaking Up" pp. 47-55 2. *KNOW YOUR CITY* League of Women Voters pp. 37-44 3. *THE BETHLEHEM GLOBE-TIMES ALMANAC*	**Films** 1. 957 *Soviet School Children* 2. Modern Talking Pictures Service, Inc., 1234 Spruce Street, Philadelphia, Pa. 19107 No. 4240 *Step by Step: The Story of Harlem Prep* **Filmstrips** 1. 2W14 *Education* 2. 2W47 *Education Boom* 3. 2W43 *Challenges to American Education* **Television** Channel 39, The Lehigh Valley–*"Quest For Learning"*	

RECREATION

CONCEPTS

1. Recreation
2. Leisure activities
3. Recognition of limitations of environment and opportunity
4. Customs
5. Cultural change
6. Values
7. Taxes
8. Bureaucracy
9. Vested interest
10. Citizenship
11. Cultural differences
12. Willingness to make decisions and take action
13. Comparative analysis
14. Equality of opportunity
15. Respect for rights and values of others
16. Objectivity

PROCESSES

1. Classifying of data
2. Locating resources
3. Problem solving techniques
   a.) Define problems
   b.) Identify goals
   c.) Collect data from varied sources
   d.) Consider alternatives
   e.) Analyze possible consequences or decisions
   f.) Choose the course of action
4. Interview
5. Creative expression
6. Simulation
7. Critical thinking

Performance Objectives	T E A C H I N G Total Class
1. Students through research and discussion, will determine whether urban problems decrease with the redevelopment of organized municipal recreational programs.	1. a. CLASS DISCUSSION: Ways in which different age groups use their leisure time. 1) Young children 2) Teenagers 3) Parents 4) Grandparents Compile a list on chalkboard or use tapes from ideas which were presented from interviews with parents, friends, grandparents, and neighbors.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Committees divide list into the following categories: 1) Activities you can do at home 2) City provided activities 3) Activities that are provided by private agencies b. Research: Has recreation changed much in the past 200 years? c. Have students trace through paintings, early forms of recreation.	1. a. Write a summary of a program you would like to see sponsored by the city. Include an estimate of equipment needed, personnel, and choice of a possible site. b. Keep a record of your periods of recreation for one week. Give the form of recreation in one column, the number of minutes devoted to each in the other.	

Performance Objectives	T E A C H I N G Total Class
2. Given a list of recreational activities and programs, students will identify those which are available in the neighborhood.	2. a. Students will devise a survey form on which will be listed the maximum available city-wide and district-wide programs, equipment and types of fields, and specific activities (see Small Group Activity 2a). b. The city or township recreation director and our recreational personnel from the school district could be invited to discuss the survey. Questions related to the adequacy of available opportunities and future plans should be aired.

S T R A T E G I E S		
Small Group	**Individual**	**Teacher Notes**
2. a. Using the survey as a checklist, committees can check playgrounds, schools, and neighborhood parks to see what is present and what is lacking (see Total Class Activity 2a).	2. a. List recreational facilities within walking distance of each student's home as to type of facility (i.e., swimming, basketball, etc.).	
b. Committees can gather figures on the number of students attending each junior high school and the feeder elementary schools. Compute ratio of children,available facilities and programs.	b. Write an essay as to the need for more recreational facilities for your area – cite population as to adults, children, etc.	
c. Have a group of students compare and contrast ghetto forms of recreation as opposed to suburbia forms. Which group has more fun? Any? Why?	c. Write a letter to the editor citing shortcomings of recreational facilities in your immediate area.	
d. Have the students invent a ghetto and a suburbia game. How are they similar – dissimilar? Is fun – fun no matter where?	d. Survey several different people in your neighborhood to determine what their major concerns are as far as recreation. Tape record their responses for full group. Discuss and follow up.	
e. Search in newspapers and listen to the radio to list some "music happenings" that are now or soon to be taking place in your city.	e. Draw a playground in your neighborhood and draw changes you would make and reasons for those changes (i.e., greater safety, more usage).	
f. What is your city doing to provide musical entertainment for all its citizens? For its poor citizen? Compile a group report for the class.	f. How is art promoted to the citizens of Bethlehem? Give examples (i.e., Art Pedlar Program in Marvine Area, Downtown Bethlehem Art Show, Bethlehem Pallette Club).	
g. Read poem, "Casey at the Bat" Stories in Songs and Verse.	g. Write an essay "Where do you spend most of your time listening to your favorite music?" List records you enjoy listening to.	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to discuss present recreational opportunities in the local area and future possibilities for expansion or additions to existing facilities.	3. a. Using aerial photographs, locate public parks and playing fields. Discuss recreation facilities at each. b. Panel discussion of recreational opportunities in the Bethlehem area. c. Plan a picnic for the class and discuss possible sites available. Plan recreational activities the students can enjoy on the picnic.
4. Students will demonstrate an awareness of how people of other cultures spend their leisure time.	4. a. Using resource personnel and/or class discussion, acquaint class with leisure time activities engaged in by various ethnic cultures. b. Make a large bulletin board display mentioning country and leisure time activities found there. c. Resource speaker: John Steckbeck (Director of Education, Lehigh University) 1) "History of Sports" 2) "Indian Football"

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Using aerial photographs locate possible sites for future recreational facilities. b. Committees choose panel representative to present findings before total class in discussion. c. A committee from one, several, or all of the junior high schools could appear before the city council, township board, and/or school board to present findings and recommendations.	3. a. Survey each student's use of leisure time. How do the opportunities provided in Bethlehem meet his needs? b. Design a park which you would enjoy having near your home. By using common materials, you may construct a three dimensional model. c. On returning from class picnic, have students answer – What ways are there to have fun that don't cost a lot of money?	
4. a. Committees can research sports of different countries and report back to the class. Are any of these played in Bethlehem? b. Committees can compile lists of national and state parks, where they are located, when founded, and special features of each. If any students have been there, they may describe, show slides. c. Committees will be formed to cut out from newspapers and magazines leisure time activities pertinent to their cultures. Section of bulletin board would be reserved for each culture.	4. a. Write a letter to a friend in another town asking about that town's recreational facilities. b. Trace origin of any local Bethlehemites who became nationally known in sports. c. From current newspapers and magazines, collect examples of cartoons, stories, headline or feature articles which reflect local happenings in your ethnic group, dealing with sports or other leisure time activities. d. Read *The Jim Thorpe Story, America's Greatest Athlete* by Gene Schorr.	

Performance Objectives	T E A C H I N G Total Class
5. Students will be able to describe the problems faced by the city in providing recreation.	5. a. Show film "Nation of Spoilers." 1) See editorial, "Vandals Imperil Parks" in SIR. b. Discuss funding of public recreation facilities. c. Simulation Game: "No Place to Play: Valuing Dilemmas in the Choice of Recreational Sites" (see SIR).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Visit a park in your neighborhood and make a list of damage done by vandals. b. Clean up a park in your neighborhood.	5. a. Using the summary written by students, have each estimate the cost of the facility he wants sponsored.	

TEXT

1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) pp. 190-191
2. *URBAN AMERICA* (Sadlier) pp. 64-73

SUPPLEMENTARY MATERIALS

1. *PEOPLE AND THE CITY* (Scott Foresman) "Speaking Up" pp. 21-45
2. *MUNICIPAL POLITICS* (American Education Pub.)
3. *KNOW YOUR CITY* League of Women Voters pp. 24-25
4. *REGIONAL RECREATION AND OPEN SPACE PLAN* Joint Planning Commission Lehigh, Northampton Counties

AUDIO-VISUAL

Films

1. 844 *"Nation of Spoilers"*

Filmstrip

1. 2A40 *Recreation and Travel*

Recordings

1. *Bill Cosby*, Warner Bros. Records (Contains some original ghetto games in a humorous vein).

SPEAKERS

1. John Steckbeck *"History of Sports"* *"Indian Football"*

LITERATURE EMPHASIS: DRAMA

Performance Objectives	T E A C H I N G Total Class
1. As an introduction to the concepts of drama the student will learn to relax in role playing situations and be able to relate to others in play-acting.	1. a. Instruct the students to lay on their backs on the floor. 1) from toes to head tighten each muscle individually until the entire body is tight – then release very fast (repeat). 2) remain in that position with eyes closed and listening to the sounds in and out of the room – then discuss what they have heard and why some people can and cannot hear what others do. 3) from this have students position themselves on the floor in a circle – then have each think of an action which can be performed with the hands i.e., building a sand castle, eating something

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Each group should be given a list of impromptu suggestions: –a spring day and it begins to rain –a walk on the beach at night and then in the heat of the day –walking in a field of mud –walking in a park at dusk when suddenly someone begins to follow them Each student should at least have one impromptu to do for the rest of the group. b. Discuss what was done well and what improvements could be made better and how.		

Performance Objectives	T E A C H I N G Total Class
2. Through the use of PANTOMIME and IMPROVISATION the student will learn to recognize the need for the use of all facilities in acting.	2. a. Discuss and explain the use of PANTOMIME and IMPROVISATION in acting. b. To demonstrate have students choose to act various roles in a certain setting. –situation: a street scene on a busy Saturday night. –after some talk about all that goes on offer the following parts: –shop keepers and peddlers –a family on a stroll –a policeman on his beat –as students are performing inject a bit of drama: "a stone has been thrown through a shop window" they must respond.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Students will pantomime a machine as a total group. 1) produce some type of product 2) suggestions: –Egg laying machine –Pizza producing machine –TV making machine Each student creates a movement and makes a sound, other than talking. All of the movements should be put together at one time – each person should fit in as part of the machine. Make the machine perform slowly, fast, backward, quietly and blow up. b. Mirror images – one student imitates the movements of another member of the group. (this could be done by the teacher with each group) i.e., woman putting on make-up. c. *Becoming Myself*, Chapter 2, "Speaking Without Words" d. *Becoming Myself,* Chapter 9, "If I Dislike Myself." e. Have each group draw a situation: –a desert at 100 degrees –a street during a hurricane –a bus at rush hour –inside a burning house –a sinking boat Then distribute "People Cards" – one per member: –120 year old soldier –a beatnick –a soldier –one year old child –a minister or priest –hard hat ditch digger –a dance-hall girl	2. Report to the class on the work of Marcel Marceau.	

Performance Objectives	T E A C H I N G Total Class
2. Continued	2. Continued

STRATEGIES		
Small Group	Individual	Teacher Notes
Without rehearsal have the groups improvise the situations. f. Improvise one of the following situations: 1) a squabble between a man and his supercilious wife who leaves in a huff. 2) act out the mixture of fear and determination when approaching a growling dog-fondle and talk to it. 3) act out other situations similar to the prologue of George Bernard Shaw's "Androcles and the Lion."s,		

Performance Objectives	T E A C H I N G Total Class
3. The student will learn how to incorporate real life situations into play-acting and begin to develop skills in voice projection and imagination in acting.	3. a. Discuss the concept of perception 1) in modern art forms 2) in cloud formations, natural rock formations, etc. (if possible play the second band, side one of the soundtrack "A Boy Named Charlie Brown"). b. Discuss with the class the techniques of breathing properly when giving oral recitation – emphasizing projection.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Distribute a large plastic garbage bag to each group – instruct each student to choose an animal – then instruct each student to get into the bag and act it out for the others to guess. b. In a group, instruct students to practice correct breathing procedures for an actor. 1) breath from the diaphragm – take a deep breath – keep the shoulders down and force the stomach out like a balloon. 2) each student should practice the "balloon effect" while another checks.	3. a. Create a collage, montage, mobile, or photographic display exhibiting natural formations which look like something else. b. Choose a prose reading or a poem to present to the class concentrating on correct breathing and projection. c. As an introduction to the art of play-acting, have students choose a play or plays from *Plays for Laughs* keeping in mind breathing skills and character development.	

Performance Objectives	T E A C H I N G Total Class
4. Through play-acting, the student will understand that dialogue and action define character.	4. a. Discuss with class the roles people play in everyday living with others. 1) at school –teachers –friends 2) at home –parents –brothers or sisters 3) personal friends 4) religious institutions b. MacMillan GATEWAY ENGLISH-T, Manual pg. 173, play "The Trouble with Johnny," to introduce to students the concept that dialogue and action define character.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Group to provide props b. Evaluate performances: What was effective? Where was improvement needed? c. Pantomime an act from a play that was read and bring out the strong character traits: 1) Stubborness 2) Miserliness 3) Bravery 4) Cowardliness d. Have class play game to identify incident being pantomimed by the groups. e. Students write and present a short skit about an episode they read in a short story. Each group should dramatize only one incident. f. Students write and present a drama using known stories drawn from fairy-tales, children's books, or television.	4. a. Write a letter of invitation to the principal and/or parents to attend the play. b. Make a poster advertising the play. c. Write a newspaper review for the school paper and include: Who What When Where How Why d. Write a dialogue between two seventh graders that you might have heard on your first day in junior high school. Be sure your language is appropriate to the situation. e. Following any drama presented write: –character sketches –descriptions of what they saw and did –accounts from contrasting points of view i.e. adult character vs. child character	

Performance Objectives	T E A C H I N G Total Class
5. Given a selected play, the student will demonstrate his ability to recognize that a television play is another form of drama.	5. a. Discuss with students what elements in literature are necessary to form the background and setting for a good mystery. b. How can a television play set the stage for a mystery? What methods or techniques are frequently employed? c. Read: *In the Fog,* from LITERARY HERITAGE series.

STRATEGIES		
Small Group	Individual	Teacher Notes
5. a. Work in small groups and list all the various moods in a television play. b. Students work in groups; select a battle (specific) to research and report to total class. c. Group draw map pointing out strategic locations of battles.	5. a. Student can write a short ghost story that he can read to the class. b. Read a ghost story and tell it in class using as many sound effects as possible to create the desired effects. c. Student should bring to class an advertisement and a critic's review of the same play or movie. Compare the two for saleability and credibility. Check for language, diction. d. Student should find an example of one or two of the following on a TV program and report back to class: background setting mood tragedy comedy plot melodrama	

Performance Objectives	T E A C H I N G Total Class
6. a. Given a play, the student will gain a sympathetic awareness of older people and question just how much one can learn from experience.	6. a. *Dr. Heidigger's Experiment* from LITERARY HERITAGE series. Read in class with suggested props.
b. Through the reading of the play, the student will demonstrate his ability to recognize the difference between a stage play and a radio play.	b. Students select a leader to lead a discussion. In a total class situation discuss the advantages and disadvantages, the merits and shortcomings of a radio and a stage play. Also, what are the major differences between each?
	c. Present Shakespeare's Quote – "All the world's a stage and all the men and women merely players; they have their exits and their entrances" (Act II, S 7) As You Like It. Discuss its implications in regard to characterization.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Form committees to discuss and determine how the author developed realistic characterizations. 1) Motivation in his characters 2) The plot 3) Mood, tone b. Form a committee from students who are theatrically inclined to pantomime the play's action which center on props.	6. a. Write down various places where the author employed symbolism and note what it represented. b. Any places where author used irony to convey his thoughts. c. Have a student who is an amateur magician devise a method of transforming the rose. d. Read the original story of *Dr. Heidigger's Experiment* by Nathaniel Hawthorne, and write or report the differences between the play and the story. e. Research the biography of Nathaniel Hawthorne.	

Performance Objectives	T E A C H I N G Total Class
7. The student will recognize and use cartoons and comic strips as a form of communication.	7. Use the overhead projector to initiate discussion of cartoons comic strips. –Discuss style and technique. –Have students bring examples of cartoons and comic strips that have a message (i.e., Political cartoons, Mark Trail).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. a. Students will bring cartoons to class. In pairs, students will act out with dialogue or in pantomime, the cartoon message. This can be used as a game of "Charades." b. In groups students will draw cartoons with captions to be hung on bulletin boards or around the school conveying messages dealing with pollution, problems of employment, consumers, etc. c. Filmstrip cartoons may be produced by using blank film. Consult Coordinator of Instructional Materials. d. Develop 8 or 16 mm cartoons. Consult Coordinator of Instructional Materials on techniques.	7. a. Read an individual story about some famous cartoonist. b. Research and report orally and/or graphically the origin of cartoons. c. Develop a commercial for a real or created product.	

Performance Objectives	T E A C H I N G Total Class
8. a. Given short stories to read, students will experience an empathy with these characters.	8. a. GATEWAY ENGLISH, *A Family Is A Way Of Feeling* Suggested readings: –Lesson 14 "Jessie Stuart, Here's To You" –Lesson 19 "The Argument" from *Roosevelt Grady* –Lesson 20 "Sunday Night" from *Roosevelt Grady* –Lesson 26 "Thank You, M'am" All students read all the stories.
b. Given the opportunity of changing short stories to play form, the students will demonstrate their creative writing techniques.	b. Form committees according to student's choice of story to work on the production of a scene.
c. Students will experience planning and producing a scene from a play.	c. After all committees have presented their scenes, class will discuss characterizations according to the story, and the positive quality of performances given. Strong and weak points will be reviewed with constructive suggestions for improvements.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Committee's will write out dialogue, assign parts, and select a narrator to dramatize the story.	8. a. Students read the book *Roosevelt Grady* by Louisa Shotwell and give an oral report to class or prepare a written report to be handed in.	
b. Each group will perform the scene for the entire class.	b. Write a short critique of a selected reading or scene performed. Compare characters including a personal reaction to personality.	
c. MUSIC: Dramatize a commercial with pantomime using program music; jazz, popular, soul, or any music of your choice.	c. MUSIC: Compose a singing commercial to correspond with art display.	
d. MUSIC: Write a similar drama to "Carmen" with the setting here in Bethlehem–the location is a garmet factory; the characters may be any ethnic group you prefer, use a language peculiar to the group; slang, colloquilism permitted (See appendix, Music/Art, Class Related Activities).	d. MUSIC: Dramatize a commercial using only drums as an obstinato; wash bucket or wash board. Obstinato–A rhythmic bass beat; original in nature. Students may obtain drums from music room.	
	e. Present to class a three to five minute review of a television play or movie.	
	f. These recordings are descriptive; they suggest an idea; create an impression of a scene; tell a story. 1) "Peer Gynt Suite" - Grieg 2) "Nutcracker Suite" - Tschaikowsky 3) "American in Paris" - Gershwin 4) "The Moldau" - Smetana 5) "Billy the Kid" - Copeland 6) "Appalachian Spring" - Copeland 7) "Sorcerer's Apprentice" - Dykas 8) "Grand Canyon Suite" - Grofe Making Music Your Own–Book 8 *Carmen*–an abridged version easy-to-read.	

Performance Objectives	T E A C H I N G Total Class
9. Given a film view, the student will understand drama and staging.	9. a. Show film "What's In A Play." Through discussion develop the following: 1) plot 2) character 3) setting b. The parts of a stage and auditorium: 1) Draw on board–Use transparency 2) Guided trip to the auditorium (Weight and counter weight system–Math teacher) c. Devise a list of vocabulary words–Use whenever necessary. (Have students select and read plays from the Scope Play series.)
10. Given a selected play, the student will demonstrate his understanding that drama is a form of literature.	10. Introduce drama through the motion picture, No. 5062 "Our Town and Our Universe." This will explain what drama is to convey to the student.
11. Given selected plays, a student will demonstrate his ability to recognize this form of drama as a radio play.	11. a. Use a taped transcription of radio play (IMC) to introduce the radio play as a form of drama (i.e., "The Shadow," "War of the Worlds"). b. Discuss with the class various types of drama they will encounter and begin with the assignment of the radio play, "Inside a Kid's Head" from the LITERARY HERITAGE Series. Explain this is a form of drama which depends on a special technique, sound effects.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
9. a. Form groups and discuss: –plot –character –setting b. Discuss how the time of the plays might be changed. Would that improve the appeal of the play? In what way? c. Share with total class.	9. a. Visit and/or interview a member of the Pennsylvania Playhouse. b. Attend a local theater performance and write a review. c. Write a report which compares literary genre. Include preferences and cite reasons. d. Select a play you have read. You are looking for someone to produce your play. Prepare a short talk about the play (i.e., 'Why it should sell–To whom it will appeal, etc.').	
10. a. Committees should be formed. Research the types of dramas, (TV, radio, stage). Report to total class: 1) Types 2) Special techniques required	10. a. Research the origin of the dramatic form. b. Compare differences between a skit and a play. c. Write a skit to be presented to group. d. Write a news release for the entertainment section of the newspaper.	
11. a. Form committees to select short stories which can be developed into radio plays. b. Write a radio play based on a short story and present it to total class. Use tape recording techniques for sound effects.	11. a. Assume the role of a critic and write a review of one of the committee's presentations. (Be sure to keep in mind the criteria for a good radio play.)	

Performance Objectives	T E A C H I N G Total Class
12. Given a choice of 3 plays, the student will read the play and through activity show understanding of mood, tone characterization, and theme (i.e., Thunder on Sycamore Street, The Legend of Sleepy Hollow, I Remember Mama).	12. a. Use cassettes (IMC) which illustrate characterization mood, etc. to introduce and motivate discussion. b. Present students with a choice of 3 distinctly different plays without revealing information relating to the objective. c. Develop or present questions to be pursued such as: 1) What is the mood? 2) What type of play? 3) How do the characters relate to the theme? 4) What is the theme?
13. Given the experience of characterization the students will understand and convey the various ways of changing emotions such as body attitude and facial expression.	13. Use the Cemrel Characterization Kit to have the students experience theatre techniques of characterization. –Contact: Coordinator of Language Arts-Reading for kit.
14. The student will demonstrate an understanding of oral interpretations required to communicate meaning.	14. a. List several sentences on chalkboard. 1) Have students volunteer to read these sentences aloud to show different meanings and feelings. 2) Discuss with students how the tone and inflections in one's voice affects the meaning of sentences. 3) List with class various moods that might be conveyed. –fear –joy –sadness –anger –worry –envy –disgust –excitement –sarcasm

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
12. a. Form groups on the basis of play selection. discuss overriding questions. Groups may share their information by one of the following: 1) panel discussion 2) play presentation using pre-recorded tape technique followed by general class discussion of questions.	12. Reports such as: 1) Description of the feelings of one or more of the major characters which includes an explanation of why they behaved and felt as they did. 2) Descriptions which include recognition of words that describe the traits of one play character. 3) Summary of the play. 4) Critical review using newspaper technique.	
13. a. See teacher's manual available to kit. b. Presented with a picture, students should write a scene as they would imagine the characters.		
14. a. Have students form small groups and write original sentences to convey their meanings. Have other students read these aloud to see if they understand the various meanings. b. Have students in groups create original sentences suitable as dialogue which can change in meaning. Exchange papers and have dialogues read aloud by other students. c. Collect magazine pictures which convey emotions. Write dialogue and orally present to groups or class.	14. a. Write a short story containing dialogue and with a setting which conveys a particular tone and mood. Present this orally to the class. (Perhaps have it read by another student.) b. Students write dialogue where the setting plays a key role (i.e., when the setting is altered, the mood is distorted. Settings: Luxury liner vs. prison. Sahara Desert vs. New England).	

TEXT

1. *GRAMMAR AND COMPOSITION* (Marriner) Harcourt, Brace, Jovanovich
2. *THE NEW BUILDING BETTER ENGLISH* Row Peterson
3. *LITERATURE TO ENJOY, PLAYS TO ENJOY* MacMillan Literary Heritage
4. *TEACHER TEACHER AND OTHER PLAYS* Scholastic Book Services
5. *THE WINNER* Scholastic Book Services
6. *PLAYS FOR LAUGHS* Xerox Publications
7. *COMPOSITION: MODELS AND EXERCISES* Harcourt, Brace & World

SUPPLEMENTARY MATERIALS

1. *ENGLISH 1* Hayden Book Company
2. *GATEWAY ENGLISH* MacMillan
3. *CEMREL DRAMATIC PLOT* (kit) Call Coordinator of Language Arts-Reading
4. *MODERN SHORT BIOGRAPHIES*
   Globe Book Company
   Kheel, Theodore
   Sims, Naomi
   Mink, Patsy Takemoto
   Sills, Beverly
   Grandma Moses
   Keaton, Buster
   Disney, Walt
5. *BECOMING MYSELF*
6. *FUNDAMENTALS OF THE RESEARCH PAPER* Kenneth Publishing Co.
7. *THINKING SKILLS–DEVELOPMENTAL PROGRAM* (kit) Benefic Press
8. *FAMILY OF MAN* Museum of Modern Art
9. *COMPOSITION THROUGH LITERATURE (B) AMERICAN*
   BOOK COMPOSITION
   FACT OR OPINION
   HANDBOOK OF WRITING SKILLS
   WAKE UP YOUR SENSES
   WHAT IT WAS LIKE
10. *CALL CHRONICLE REVIEW*
11. Library References

    JALOPIES I CURSED AND LOVED, Steinbeck, John

    BETTER THAN LAUGHTER Aaron, Chester

AUDIO-VISUAL

Films

1. 5062 *OUR TOWN AND OUR UNIVERSE*
2. 3815 *WHAT'S IN A PLAY*
3. 682 *WRITING A REPORT*
4. 235 *IMPORTANCE OF MAKING NOTES*
5. 225 *HOW TO READ A NEWSPAPER*
6. 3604 *MAKING YOURSELF UNDERSTOOD*
7. 234 *KNOW YOUR LIBRARY*
   791 *KNOW YOUR LIBRARY*
8. 866 *LISTENING SKILLS: AN INTRODUCTION*
9. 673 *WAYS TO BETTER CONVERSATION*

Filmstrips

1. *News Writing* (N.E.)
2. *The Paragraph* (N.E.)
3. *Look It Up* (N.E.)
4. *Composition* (N.E.)
5. *Writing and Revising*
6. 304 *Painting With Words (N.E.)*

Tapes

1. *Radio Plays*
2. *The Shadow*
3. *War of the Worlds*

SPEAKERS

1. Mrs. A. W. Field

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	JOHN HENRY AND HIS HAMMER Felton, H. W. *JOHN HENRY AND THE DOUBLEJOINTED STEAM DRILL* Shapiro, Irwin *THE JUNGLE* Sinclair, Upton *ONLY IN AMERICA* Golden, Harry *THE SPIRIT OF ST. LOUIS* Lindbergh, Charles *AMELIA EARHART* Davis, Burke *THE PUSHCART WAR* Merril, John *THAT DUNBAR BOY* Gould, Jean *THE ROCK* Lee, Mildred *OH, LIZZIE!* Faber, Doris *SHIRLEY CHISHOLM* Brownmiller, Susan *I ALWAYS WANTED TO BE A SOMEBODY* Gibson, Althea *MAMA'S BANK ACCOUNT* Forbes, Kathryn *CHEAPER BY THE DOZEN* Gilbreth, F. & Carey, E. *ROOSEVELT GRADY* Shatwell, Louisa *THE THREAD THAT RUNS SO TRUE* Dramatic Pub. Co., Chicago *THE FIRST BOOK OF SUPERMARKETS* Bendick, Jeanne *PILOT JACK KNIGHT* Anderson, A.M. & Johnson, R.E. *MYTHS AND FOLK TALES AROUND THE WORLD* Potter, R.R. & Robinson, H.A.	**Filmstrip & Cassette** 1. K183A *Planning A Paragraph* (N.E.) 2. *Using Your Encyclopedia* 3. *Developing Composition Skills* 4. *Developing Listening Skills* 5. *Writing Through Pictures*	

APPENDIX

MUSIC/ART CLASS RELATED ACTIVITIES

1. Create your own musical drama; setting could be some place in Bethlehem, a school situation comedy; incorporate music and singing of your own choice; (original or unknown).

ART

Design costumes and scenery obtained from the natural environment such as trees, rocks, logs, school environment, or home environment. Form committees for make-up, technicians for taping, props and actors.

MUSIC AND ART

1. Search for specific localities where composers have centered a stage production for a "Broadway musical" (i.e., New York-urban-"West Side Story," New Orleans-"Porgy and Bess," "Oklahoma," Mississippi-"Showboat").

Create a miniature stage design utilizing specific features which identify the production with the location (i.e., tall building, brick structure with graffitti (decent) New York). (*Newsweek*, April 1967).

ECONOMIC

UNIT

BETHLEHEM AREA
SCHOOL DISTRICT

Bethlehem, Pennsylvania

ECONOMIC UNIT

SUB-UNITS:
- Introduction to the Operations and Problems of Business (Including the Role of Labor)
- Local Industries and Small Business
- Careers
- The Consumer
- Personal Finances (Optional)

LITERARY EMPHASIS:
- Short Story
- Novel

ECONOMIC UNIT

(Suggested time – 10 weeks)

OVERVIEW:

This learning unit aims toward a pupil understanding of how people's lives are related to the economic fabric of the local community and the relationship to the larger national and international society. The concept of interdependence is introduced. The place of large and small businesses and industry in the community is explored to find how they developed and what products or services are being provided for the community at large. What problems are experienced by people as a result of technology, impact of industry on the environment, and urban renewal? Particular emphasis is placed on the problems of the consumer. A vital part of this unit is a consideration of work; the variety of careers and job opportunities available today. Certain requirements and compensations associated with specific jobs will be examined. However, it is hoped that each student will acquire respect for the working man, whoever he is; and will understand that all work is honorable and essential for a productive society.

GENERAL OBJECTIVES:

SOCIAL STUDIES

- ..... To investigate the variety and scope of industry and business.
- ..... To reach some understanding of the role industry and business plays in society.
- ..... To examine the great variety of careers available in today's society and their entrance requirements.
- ..... To gain some understanding of the problems encountered in the operation of a business today, the contribution business makes to the community, and the problems created in that community as a result of industrial activity.
- ..... To gain some perspective on the role of organized labor, with special insight on the employment of migrant labor in agricultural operations.
- ..... To investigate the various demands upon a consumer and the problems he faces in society.

LITERARY EMPHASIS
Short Story

- ..... To show understanding of the setting in the short story.
- ..... To show understanding of the plot development in the short story.
- ..... To show understanding of the personality traits of the characters in the short story.
- ..... To demonstrate the ability to perceive the author's intent and/or point of view in the short story, essay, or editorial.
- ..... To show an understanding of theme in the short story.
- ..... To demonstrate the ability to perceive the relationship of intellectual and social implications in the short story, essay, or editorial.

LITERARY
Novel, Folk Ballad

. . . . . To show understanding of genre by classifying literary selections.
. . . . . To show understanding of the main and supporting ideas in the novel.
. . . . . To show understanding of the personality traits of literary characters.
. . . . . To show understanding of the novel and folk ballad making inferences based on details.
. . . . . To show understanding of cause and effect relationship in the novel and folk ballad.
. . . . . To show understanding of the setting in the novel and folk ballad.
. . . . . To show understanding of plot development in the novel and folk ballad.
. . . . . To demonstrate the ability to perceive the author's intent and/or point of view in the novel and folk ballad.
. . . . . To demonstrate the ability to perceive mood and tone in the novel and folk ballad.
. . . . . To make judgments involving the comparison of reading selections to personal experiences.
. . . . . To show understanding of literary devices in given selections.

FUNCTIONAL

. . . . . Outlining
. . . . . Summarizing
. . . . . Reporting
. . . . . Business letter and friendly letter writing
. . . . . Discussing
. . . . . Utilizing reference materials
. . . . . Listening (critical)
. . . . . Paragraph writing
. . . . . Editorial writing
. . . . . News story writing
. . . . . Essay writing

INTRODUCTION TO THE OPERATIONS AND PROBLEMS OF BUSINESS (INCLUDING THE ROLE OF LABOR)

CONCEPTS

1. Supply and demand
2. Land or property
3. Labor
4. Service
5. Capital
6. Savings
7. Industrialization
8. Distribution
9. Price
10. Resources
11. Production
12. Profit
13. Division of labor
14. Specialization
15. Management
16. Efficiency
17. Tools
18. Trade
19. Advertising
20. Corporations
21. Stocks and bonds
22. Interest
23. Dividends
24. Capitalism
25. Socialism
26. Communism
27. Unions
28. Collective bargaining
29. Government regulations
30. Interdependence
31. Commercial farming
32. Migrant labor
33. Automation
34. Pollution
35. Recognition that man is capable of altering his environment
36. Equality of opportunity
37. Clarification of values
38. Recognition of limitations of environment and opportunity
39. Objectivity

PROCESSES

1. Locating resources
2. Interview
3. Critical thinking
4. Draw inferences from printed and non-printed sources
5. Problem-solving techniques:
   a) Define problem
   b) Identify goals
   c) Collect data from varied sources
   d) Consider alternatives
   e) Analyze possible consequences of decision
   f) Chooses a course of action
6. Interpretation of maps, charts, graphs, and statistics
7. Debate
8. Role play
9. Creative writing

Performance Objectives	T E A C H I N G Total Class
1. The student will be able to identify the distinguishing characteristics of the American Economic System.	1. a. Introduce by defining key economic terms (i.e., competition, consumption, production, distribution, trading, pricing, profit, capital). b. Discuss the free enterprise economy, utilizing audio-visuals such as: Filmstrip IT40–"Comparative Economic Systems," Film 3680–"Anatomy of a Free Enterprise.".
2. The students will be able to explain how industry raises money in order to begin and expand and how the average person can have a share in a business enterprise.	2. a. Investigate why companies sell "shares" in their business. b. Show film 5142–"The Modern Corporation." c. Resource speaker–Stewart R. Rooth. d. Have students sell stock to finance a specific class project. e. Using the stock report in the newspaper as a guideline, each student could buy a certain number of shares of stock. After a period of time, he could sell it to see if he realizes a profit or loss. f. *Problem Solving Booket* p. 55-58, "What Resources Do We Value Most and Why.". g. Call the roll, each pupil responding with a news headline. If challenged, the pupil should be able to relate the content of the article and tell the name of the newspaper in which the item appeared. (Pupils should be forewarned–so that they can be prepared. Adaptable to each unit but news should apply to the phase of the unit being studied. Can be used daily or weekly.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Interview a faculty advisor for school store–How is it operated? Is it a profit-making venture? Where does this profit go? What is done with it? What is their overhead? Is there competition? b. Students could work in school store. 1) Graph merchandise that is a good seller. 2) What does not sell? 3) Participate in ordering. 4) Write advertisement posters. 5) Reduce the price of merchandise–plan and organize a sale. c. Compose limericks and nonsense verses advertising merchandise for sale.	1. a. Write a news article for the school paper telling students all they need to know about the school store. Why should they patronize it? b. Read *"Jalopies I Cursed and Loved"* by John Steinbeck. Report to class about what you thought was/was not humorous. c. Student read (just for fun) *Better Than Laughter*, Chester Aaron. d. *Problem Solving Booklet*, "Who Will Buy My Lemonade?", p. 65-66.	
2. a. Using the stock report, assign companies to various groups so they can chart the rise and fall of stocks over a period of time. b. DEBATE: Topics–Money invested in stocks is put to better use than money put in a savings account–or–Money invested in stocks is well spent. c. Students can bring games to class such as: Finance, Monopoly.	2. Report on stocks, stock market, shares, Wall Street, Stock Market Crash.	

Performance Objectives	T E A C H I N G Total Class
3. The student will be able to give reasons why unions developed.	3. a. Use a film as introduction to labor. 3202 The Rise of Organized Labor 3121 The Labor Movement 1) Promote a discussion on origins of unions, need for organization, and divisions in unionism. b. Make a list of labor unions and the types of jobs they represent. Collect articles regarding these unions and discuss in class. c. Read the poem, "Richard Corey" by Edward Arlington Robinson. Discuss the attitude of people toward Richard Corey. Why were they unable to recognize his problems? 1) Play the record of "Richard Corey" by Simon and Garfunkle–discuss differences and similarities between poem and song.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Groups can report on the benefits enjoyed by each of the following groups (i.e., white collar, blue collar, service). b. DEBATE: Semi-skilled workers do most of the city's work, therefore they are more important than skilled workers. c. PANEL DISCUSSION: The effect of modern machines on the individual worker.	3. a. Reports on: 1) Medieval Guilds 2) Problems of labor in early factories 3) Beginnings of labor unions 4) Eugene Debs and the labor movement in America. 5) The origin of "Labor Day" (How was it first celebrated? What was its original intent?)	

Performance Objectives	T E A C H I N G Total Class
4. Through a variety of experiences, students will be able to demonstrate an understanding of the problems faced by coal miners or other manual workers in the late 19th century America.	4. a. Using the song, "16 Tons," discuss the words and feelings of the workers. Select other songs, or ballads which reflect an attitude, feeling, or emotion toward work. b. Using tapes, films, or records, introduce the problems faced by labor at specific periods of time; excerpts from *The Jungle*, by Upton Sinclair, *How Green Was My Valley*, or other novels. c. Use record No. R304 "American Work Songs–This Land Is My Land." d. Review characteristics of a ballad–class to read "John Henry" (American ballad). *Gateway*–Discuss who or what was John Henry's enemy? Why was this attitude typical of this period in American history? What problems would John Henry have to face today? e. Class listen to record "Big Bad John." Why was he called Big Bad John? How did the author accomplish creating this feeling? How is he described at the end? Why?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Committees research on the "Molly Maguires." b. (See Total Class 4 d) Rewrite this ballad (John Henry) so that it would express John Henry's feelings and anxieties if he were alive today. c. (See Total Class 4 d) Create an original ballad with an imaginative character who has these same fears today. d. (See Total Class 4 e) Write a short essay telling why you think "Big John" was/was not a hero.	4. a. Make a collage or draw pictures of life in a coal mining town in the late 19th century. b. Design a model of a coal shaft or colliery. c. Report on a "Company Town." d. Conduct personal interviews with immigrants who worked in industry in years gone by.	

Performance Objectives	T E A C H I N G Total Class
5. Student will give reasons to support his view either favoring or opposing membership in a labor union.	5. a. Make a survey of the unions represented by the parents of students. Find out about benefits, dues, compulsory membership, etc. b. Have a union official, shop steward, or management representative as a resource speaker. c. Discuss tactics such as strikes and boycotts. d. Rewrite the following song for comprehension, then discuss the words: The Union Makes Us Strong When the Union's inspiration through The worker's blood shall run There can be no power greater Anywhere beneath the sun. Yet what force on earth is weaker Than the feeble strength of one, But the union makes us strong. Solidarity forever Solidarity forever For the union makes us strong. e. Discuss "loyalty to the union" and "faithful to each other."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Role play between representative of a union and management. Discuss a specific problem. (See p. 185, "Economics for Young Adults".) b. Make a study of a local strike, examining issues, events, and results. Decide whether it was effective. Report to class.	5. a. Read *The Jungle* by Upton Sinclair. b. Write a biography on one of these people. Write each one in the format of a magazine or newspaper serial (i.e., early life, middle years, later years: What were their major contributions to labor?) Samuel Gompers John L. Lewis I. W. Abel Charles Yablonski David Dubinsky c. Read *Only In America* by Henry Golden, the "Triangle Fire," p. 85. d. *Modern Short Biographies.* Read Theodore Kheel–Labor Mediation.	

Performance Objectives	T E A C H I N G Total Class
6. Students will identify the significant role of farm labor within the Lehigh Valley area; emphasis on the migrant workers and the contribution of this menial work to the large agricultural producer.	6. a. Students will be introduced to the large business of fruit growers and other major farm producers such as potatoe growers. b. Invite the Migrant Service Team of the Community Action Council to show the film "Seeds of Harvest" edited by R. W. Roberts, and discuss the problems identified in the film. 1) Taped interviews also available from CAC.
7. Students will classify major Lehigh Valley commercial farms according to their products.	7. a. Introduce the students to the various local growers who raise and market their own produce (i.e., Trexler Farms, Amore Orchards, Mohr Orchards.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Write to the National Council of Churches for literature on the migrant problems and make a group report on solutions to the major problems as you see them. b. Dramatize a negotiation between a migrant worker and a farmer, asking for better living conditions, higher pay. c. Investigate the farmers' view on conditions of living and working conditions of the migrants. d. INTERVIEW: Migrant Service Team of CAC. What services are provided for migrants? Make a group report of findings to the class. e. Form a committee to interview a local grower as to how his farm business operates. f. DEBATE: The farmer should pay a lower real estate tax on his farm land than the home owner.	6. a. Interview Migrant Service Team. b. Investigate through research the average life expectancy, percentage of child labor employment, accidents, diseases and wages of migrant workers. c. Write an opinion on the topic: 1) Is it fair for a family of four to receive $3900 from public assistance while a migrant gets $1300 for working? 2) Why do migrants work and not go on welfare? d. Discuss "Human Dignity." 1) Should the government subsidize farmers who employ migrant workers? e. Trace migrant workers in other parts of the country, (i.e., where they work, identification). f. Interview former migrants now living in Bethlehem.	

Performance Objectives	T E A C H I N G Total Class
8. The student will be able to explain the need for and problems connected with transportation in an urban setting.	8. a. Identify all segments of the mass transit system in the area. Is it an effective system? Why or why not? b. Consider the effects of the car situation in the city (i.e., pollution, accidents, new roads, repairs, one way streets, etc.). c. Have each student survey three workers to find out how they get to work. d. Use audio-visual aids to promote discussion. 1) Film No. 107 "Development of Transportation in the United States." 2) Filmstrip "Problems of Our Cities–Traffic." e. Collect newspaper articles dealing with any type of traffic problems. Discuss. f. Discuss reasons and solutions for a traffic jam. (Identify local trouble spots as examples. Consider Rome's drastic measures to curb the use of cars.) 1) Invite a traffic control police officer to discuss the traffic situation with the class. g. Discuss what businesses might do as a result of transportation problems in the city (i.e., move to a shopping center, build parking garages). h. Consider what Bethlehem is doing to improve transportation. How have people been affected by it? i. Discuss how shopping centers have affected city traffic. j. Field trip to New York Port Authority (Newark Airport). See Jack Waidner, East Hills, Social Studies, for details. (See SIR.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Create posters to illustrate all available means of transportation in the city, and examples in other nations. b. Bulletin boards with pictures of older methods of transportation (i.e., horse and buggy, cable car, canal, ferry). c. Report on a specific method of modern transportation. Describe the vehicle and consider the facilities needed, the history and services performed. d. Make a large poster relating to traffic problems. Have students identify the pictures (i.e., accidents, construction, etc.). e. Investigate the means by which the area industries transport their raw materials. f. Role play on how people would act after being evicted because of a new highway. g. Groups could be formed to trace a route to a specific destination by means of some mode of travel. Time, mileage, cost, advantages, and disadvantages of different types of transportation should be taken into consideration. Maps should be used. h. Write an original skit with dialogue of plane being hi-jacked. i. Compose a "letter to the editor" protesting an eviction (state specific reasons).	8. a. Write and illustrate reports on: 1) "Odd means of transportation" 2) Future means of transportation 3) Invention of automobile 4) Subway system b. Interview representatives of various transportation systems to find out problems, improvements, future of systems. c. Interview a traffic officer, bus driver, taxi driver, representative of Department of Motor Vehicles. d. Using pictures, models, filmstrips, reference books, etc., the student should become familiar with flight development beginning with the legend of Daedalus and Icarus and proceeding through Leonardo da Vinci's designs, early balloons, and the Wright Brothers to modern jets and space flight. The student will draw 12 by 12 inch pictures which will be mounted on cardboard and write a brief explanation of each. Present to class. Pictures could be projected with opaque projector. e. Interview the airport manager to find answers to such questions as these– –Do planes always arrive and depart on schedule? Why or why not? –How safe is air travel? –Is air traffic at ABE Airport a threat to the surrounding community? –How many passengers arrive and depart daily from the airport? –How many different airlines are represented at ABE? –Is a tax on passengers at ABE Airport a fair source of revenue to support the airport?	

Performance Objectives	TEACHING Total Class
8. Continued	8. Continued

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. j. Write a letter to your state representative urging him how to vote on the building of a new highway through your city. k. Write an "editorial" expressing your views on the effect of new highways in the community. l. Form groups to do activities i, j and k listed above but taking opposite points of view. m. Groups will investigate the problems society faces because of the increasing number of vehicles. Each member will think of himself as a specific type of vehicle–Rolls Royce, Taxi, bus, dump truck, buggy, etc. Thought should be given to what they consider their problems as vehicles in today's society. Acting as "Car Personalities," each group will then present a "spontaneous" dialogue before the class. n. Investigate the Energy Crisis with regard to transportation. Does it affect the Lehigh Valley and what are some possible solutions to the problem.	8. f. A tape could be made of different traffic sounds to be identified by the class. g. Read the *Spirit of Saint Louis* Charles Lindbergh–report to class how the airplane has changed, etc. h. Write an essay about the time you had to wait for your parents to arrive at the airport on a plane that was ten hours late because it was hijacked. i. Read *Amelia Earhart*–Burke Davis. Review your emotional reaction to this book. Design a cover for the book. j. Make a time table out of oaktag. List the type of transportation, departure time and place, time span, and mileage; arrival time and place. Compare the time difference between each type of transportation each going to the same place. k. Read "Daedalus and Icarus" *Myths and Folk Tales Around The World*, Potter and Robinson. 1) Describe the human characteristics that the author has given to these characters. 2) Why did these characters seem real to you?	

Performance Objectives	T E A C H I N G Total Class
9. Given a list of environmental problems, the student will identify those which are related to industrial operations and will be able to comment on the steps being taken by industry and by government to remedy the situation.	9. a. Discussion: Solicit from the students their individual definitions of pollution. –How has it happened? –Why is it so prevalent today? –What are the dangers? –What are the major sources of pollution in the area? –Is there one major source? 1) Supplement discussion with either film 879 "Effects of Air Pollution" or sound filmstrip "Problems of our Cities Pollution." 2) From factual information have students give a "pollution of the month" award. b. Ask for individual compositions on how your neighbors pollute the environment. Discuss. c. Ask for individual true confession stories of how the students themselves contribute to pollution. 1) Discuss ways in which the student can preserve and improve his environment. 2) Develop an anti-pollution campaign within the school. 3) Each student should concentrate on his own block and list the sources of pollution he can detect there. d. Obtain a resource speaker from the City Department of Health or possiby a representative from the steel or cement industries to talk about steps being taken to combat the problems of pollution. e. *Problem Solving Booklet*, p. 111-114, "What Does Pollution Mean to You?" P. 119-124, "Decision Time in Blightsville."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
9. a. Collect newspaper and magazine pictures for bulletin boards. b. Divide into groups to research specific types and/or sources of pollution in the Lehigh Valley area (i.e., air, water, solid waste, overcrowding, noise, etc.). c. A group can prepare a fictitious newscast of an environmental crisis with concentration on a certain metropolitan area (i.e., Los Angeles–killer smog, Chicago–drinking water). d. A follow up news cast dealing with the fact that the smog has suddenly disappeared and "Everything is Beautiful." e. Make a collage representing illustrations of air and/or water pollution. f. Debate: Americans in general are unconcerned about the pollution problems in the United States. g. Construct an ecology mobile on a specific pollution problem (i.e., auto pollution–old spark plugs, tail pipe, etc.). h. Students should bring to class a newspaper or magazine article describing how an industry or individual company innovated, devised, or invented a method or process to combat pollution. Report on articles to class.	9. a. Report on the Environmental Quality Council. b. Write a letter to the Department of Health on inquire about literature available on ecological problems. Report to class. c. Report on specific effects of pollution (i.e., detergent problems, Great Lakes, Donora, Pa. October 1948, London, England, December 1952). d. A photographic project can be done by having a student take pictures of polluted areas and present to class as a slide lecture to be followed by discussion. e. Write an automobile manufacturer to see what steps are being taken to control pollution from cars. f. List ways cars have been made safer. Research–people killed in auto accidents prior to safety features. g. Student to write an editorial congratulating a local company on what it has done to combat pollution. h. A student will write a "letter to the editor" or an article for the school newspaper criticizing or complimenting a company about pollution. Student may make a poster, collage, or mobile describing the article.	

Performance Objectives	T E A C H I N G Total Class
9. Continued	9. Continued

STRATEGIES		
Small Group	Individual	Teacher Notes
9. i. Plan an anti-pollution campaign for schools and immediate environment. Students might project their ideas by using: –Posters –Dioramas –Shadow Boxes –Flip Cards –TV and Radio Skits –Dramatization –Sculpture j. Students survey how many people travel alone to work instead of in car pools.	9. i. Read *The Pushcart War*–Jean Merrill. Report to class advantages of the pushchart in reference to pollution; draw a book cover or make a mobile. j. In an outside assignment have the students keep a list for a week of environmental controls which they have exercised to rid the environment of pollution.	

TEXT

1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw)
2. *URBAN AMERICA* (Sadlier)

SUPPLEMENTARY MATERIALS

1. *ECONOMICS FOR YOUNG ADULTS* (Sadlier) p. 298, 185
2. NEWSPAPER (Local)
3. *THE STORY OF BETHLEHEM* (A Special Spirit Pamphlet)
4. MAGAZINES
5. *"URBAN WORLD"*
6. *"JUSTICE IN URBAN AMERICA YOUTH AND LAW"* (Child Labor, p. 93-95) (Houghton Mifflin)
7. *THE CITY–TODAY AND TOMORROW* (Multi-Media Kit)
8. *PATTERNS OF THE CITY* (Noble & Noble)

AUDIO-VISUAL

FILMS

1. 3638 *ANATOMY OF A FREE ENTERPRISE*
2. 5142 *THE MODERN CORPORATION*
3. 3202 *THE RISE OF ORGANIZED LABOR*
4. 3121 *THE LABOR MOVEMENT*
5. *THE MOLLY MAGUIRES*
6. 3407 *MAINLINE U.S.A*
7. 3615 *THE RAILROAD BUILDERS*
8. 3238 *TRAVEL IN AMERICA IN THE 1840's*
9. 107 *DEVELOPMENT OF TRANSPORTATION IN U.S.*
10. 879 *EFFECTS OF AIR POLLUTION*
11. 3146 *THE MEDIEVAL GUILDS*
12. 11 *AIRPORT*
13. 5010 *A HERITAGE WE GUARD*
14. 844 *A NATION OF SPOILERS*
15. 3182 *PIONEERS OF PROGRESS*
16. 5118 *THE PROBLEM WITH WATER IS PEOPLE*
17. 3236 *TRANSPORTATION: AMERICA'S INLAND WATERWAYS*
18. 3237 *TRANSPORTATION BY AIR*
19. 5039 *THE AMERICAN ROAD*

SPEAKERS

1. Stewart R. Rooth
   Economics
2. Dr. Lynn Beedle
   Ecology–Urban Planning
3. Ardis Chapmann
   Ecology
4. Mr. & Mrs. Warrick Hoope
   Ecology, Environmental Problems, Pollution
5. Adrian F. Richards
   Pollution of Oceans
6. Lewis Appelgate
   Pollution Control
7. Philip W. Morrison
   Environmental Control
8. Community Action Council
   Migrant Service Team
   Joyce Smith

For No. 1 through No. 7 above–
See B.A.S.D. Resource Speaker's List

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		FILMSTRIPS 1. IT40 *COMPARATIVE ECONOMIC SYSTEMS* 2. IT36 *THE MARKET IN A FREE ECONOMY* 3. IT35 *ECONOMICS THE SCIENCE OF CHOICE* 4. IP47 *AIR TRANSPORTATION* 5. IP48 *HIGHWAY TRANSPORTATION* 6. IP49 *RAIL TRANSPORTATION* 7. IP50 *TRANSPORTATION IN THE PAST* 8. IP36 *TRAVEL IN SPACE* 9. IP51 *WATER TRANSPORTATION* 10. IT7 *INDUSTRIAL EXPANSION AND LABOR ORGANIZATION* 11. IT10 *LABOR CLOSES RANKS* 12. IT11 *LABOR: MEN, JOBS AND AUTOMATION* 13. IT31 *SPOTLIGHT ON LABOR* 14. *PROBLEMS OF OUR CITIES (SFS) POLLUTION* 15. *THE RIGHT TO STRIKE* 16. *URBAN WORLD: AN INTERNATIONAL STUDY (SFS)*	

ECONOMIC UNIT

SUB-UNIT: LOCAL INDUSTRIES and SMALL BUSINESS

CONCEPTS

1. Interdependence
2. Recognition of limitations of environment and opportunity
3. Supply and demand
4. Labor
5. Service
6. Division of Labor
7. Industrialization
8. Distribution
9. Resources
10. Production
11. Operations
12. Problems
13. Diversity

PROCESSES

1. Interview
2. Classification of Data
3. Critical thinking
4. Interpretation of maps, cartoons, and graphs
5. Demonstrate chronological perspective through research
6. Locating resources
7. Role playing
8. Draw inferences from printed and non-printed sources

LOCAL INDUSTRIES AND SMALL BUSINESS

Performance Objectives	T E A C H I N G Total Class
1. In a brief study of the development of early industries in the Lehigh Valley area, the student will reach some understanding of how industry played a major part in the growth of Bethlehem.	1. a. Introduce the students to the early industries of Bethlehem by use of lecture and audio-visual materials. 1) Junior Craftsmen Along the Monocacy (slides–see J. Waidner, East Hills) 2) See catalog for TV channel 39–Lehigh Valley series a) 19th Century Life b) Era of Transition

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Research early businesses throughout the Lehigh Valley. Form a committee to do a news story on the industrial scene of the Lehigh Valley during early settlement: 1800-1850, 1850-1900; 1900-1925; 1950-1972.	1. a. Choose one specific business and report on its development to the class through means of cartoons, bulletin board displays, graphic design (i.e., Orr's Department Store). b. What important businesses or industries have moved from this area to re-locate or have ceased operations.	

Performance Objectives	T E A C H I N G Total Class
2. Through interview and research the student will be introduced to small business and its development in the city, and will be able to discuss the operation and problems of a representative business.	2. a. Invite 3 local merchants who have remained independent from affiliation with a major chain, despite the growth of the city, to speak to the class. (Refer to SIR.) b. Brief tours to different businesses and factories with the possibility of each class touring a different location. A representative of one class might then report to another class. (See SIR.) 1) When feasible, walking tours to neighborhood places of business can be taken.

S T R A T E G I E S

Small Group	Individual	Teacher Notes
2. a. Make a comparison of any one business in Bethlehem using its early years and its present situation (i.e., Just Born Candy Company, Groman's Bakery, Sawyer and Johnson, Schoenens, Brown and Borhek, Laufer's Hardware).	2. a. Choose one present business and dramatize in a monologue the changes that occurred in the business through the years.	
b. A group may interview a businessman to tell about the changes that have taken place in his business over the years.	b. Interview a small businessman involved in an urban renewal project. –How did his business begin? –How long has be been at this present location? –How will the urban renewal affect his business? –Will he re-locate?	
c. Prepare a bulletin board display concerning local industry or small business.	c. Research any early factory in Lehigh Valley. (i.e., garment, candy, etc.) (See SIR.)	
d. Committees can identify and list the greatest number of different owner-operated (up to 3 employees) businesses, including personal service establishments, which they can locate in Bethlehem. 1) Each committee member should attempt to interview an owner, using tape recorder, and report back to committee or class on such questions as: –Do you like owning your own business? –How did you get started? –What is your greatest satisfaction in your business? –Approximately how much money does it take to enter a small business? –What special education or training is required?	d. Find out if an individual with a new idea or invention can market it successfully today. How does one go about it? What is a patent? (Contact Sam Verrett, Bethlehem School District Attendance Officer and part-time inventor.)	
e. Research "franchise." Give examples and explain to class how they operate.	e. Research topics–What is the Bethlehem Chamber of Commerce? How does it operate? In what ways is it typical of chambers throughout the United States? How does it benefit the community?	

Performance Objective	T E A C H I N G Total Class
3. The student will show his understanding of the role played by Bethlehem Steel Corporation in this area, and its impact upon the surrounding community by writing reports, taking part in oral discussion, and in general participation in the class study and plant tour.	3. a. Introduction of Bethlehem Steel as the leading employer in the Bethlehem area. Formulation of questions as to what to look for on steel tour. b. Assembly on the history and operations of Bethlehem Steel using film and slides. Contact District Coordinator of Science or Social Studies. See RIMC catalog. c. Take scheduled tour of Bethlehem Steel Plant and discuss personal observations and/or write personal impressions after completing tour. d. Class study of the growth of the city of Bethlehem in relationship to the growth of the Steel Corporation. e. Supplementary films: 5109 Steel and America 5019 This is Steel Filmstrip (sound): How Steel Is Made

S T R A T E G I E S

Small Group	Individual	Teacher Notes
3. a. Research the following type questions for class discussion. 1) Does Bethlehem depend on one major industry for survival? 2) How is urban renewal related to the expansion of Bethlehem Steel? b. Research the growth of the South Side of Bethlehem in relation to the growth of the steel corporation. c. What happened to the South Side as a result of Bethlehem Steel expansion? d. Using a specific ethnic group, trace its settlement pattern, type of work and customs followed. e. Research famous, well-known personalities associated with the steel industry. Write and present a "This Is Your Life" program (i.e., Charles Schwab, Eugene Grace, Arthur B. Homer, Edmund F. Martin, Stewart S. Cort).	3. Research on famous men of steel (i.e., Andrew Carnegie, Andrew Mellon).	

Performance Objectives	T E A C H I N G Total Class
4. By classifying Lehigh Valley area firms, students will become acquainted with the diversity of business that exists.	4. a. Conduct a group discussion: 1) Show filmstrip No. 3 "The Urban Economy." 2) Pertinent questions for discussion: –Do your parents work in industry? –Do your parents own a small business? –Are your parents employed in a private independent business? –Which new companies have given employment to people in the past 3 years? –What considerations are made for the private business venture? 3) See Bethlehem, Pennsylvania, Industrial Directory, Easton Area Directory of Manufacturing Industries, or Allentown, Lehigh County Directory of Industry.

STRATEGIES		
Small Group	Individual	Teacher Notes
4. a. Compile a listing of the various industries found in the Globe Times Almanac, Telephone Directory (yellow pages), and Directory of Community Resources into the following categories. 1) Manufacturing and Processing 2) Distribution and Transportation 3) Service 4) Extractive (using resources of soil) b. Prepare a graph of the number of different industries or businesses located within the local area into the following categories. 1) Number of employees 2) Number of locations 3) Quantity of product produced for local, national, international markets. 4) Type of ownership c. Form a group to search and compile a listing of various industries in area according to similar products produced, location (i.e., suburban, urban, Industrial Park, type of operation, or number of employees). d. You are the "City of Bethlehem Welcoming Committee" assigned to guide a group of Japanese industrialists around the city. Compile a tour guide that would show the diverse economy of this area. e. On the maps of Lehigh and Northampton Counties, locate the major industrial parks. Also list what industries are located there and why did the industrial parks select their respective locations?	4. a. Identify the various examples of firms in the city and the Lehigh Valley area by: 1) Marking transparent overlays 2) Inserting numbered flags on a map to indicate their location 3) Report to class types of businesses that predominate; any kind of geographic concentration of industry; also number that are located within school population boundaries. b. Research the following Public Services: Transportation Commercial Service Industries Make a list of examples. c. Have student construct a model of a specific factory or production facility.	

Performance Objectives	T E A C H I N G Total Class
5. Through class discussion and research, the student will be made aware of how the Lehigh Valley is dependent upon outside areas for survival.	5. Through class discussion, the students will suggest things one needs in order to survive in today's world. List the suggestions on the board. (See Small Group Activity 5a.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Have groups take these class suggestions (5 Total Class) and trace their sources. Are they local? If not, where did they originate? b. Research the sources of raw materials of three large companies in the area, and the location of the principal markets of each. Make a chart to support your findings. c. Using a world map, draw lines or use colored string to show the exportation of products from Bethlehem Steel Corporation to foreign and national markets.	5. a. Trace the working of the Lehigh Valley Dairy from the source of its raw materials to the exportation of its finished products. b. Interview a purchasing agent from a company. Report to class.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) 2. *URBAN AMERICA* (Sadlier)	1. *BETHLEHEM OF PA* p. 202 2. *"CENTER CITY–BETHLEHEM"* December 1969 3. *GLOBE TIMES ALMANAC* 4. *TELEPHONE DIRECTORY* 5. *DIRECTORY OF COMMUNITY RESOURCES* 6. *HISTORY OF THE LEHIGH VALLEY REGION* 7. *THE STAR OF BETHLEHEM* 8. *THE STORY OF BETHLEHEM, PA.–A SPECIAL SPIRIT* 9. *A REPORT ON PLANS FOR CENTRAL BUSINESS DISTRICT* 10. FOLDER CONTAINING BETHLEHEM STEEL PAMPHLETS 11. *PATTERNS OF THE CITY* (Noble & Noble) 12. *BETHLEHEM, PA. INDUSTRIAL DIRECTORY* 13. *EASTON INDUSTRIAL DIRECTORY* 14. *ALLENTOWN, LEHIGH COUNTY INDUSTRIAL DIRECTORY*	FILMS 1. 5109 *STEEL IN AMERICA* 2. 5019 *THIS IS STEEL* 3. 312 *THE MEANING OF THE INDUSTRIAL REVOLUTION* 4. 593 *BEGINNINGS AND GROWTH OF INDUSTRIAL AMERICA* FILMSTRIPS 1. SFS *HOW STEEL IS MADE* 2. *THE URBAN ECONOMY No. 3 from THE CITY, TODAY AND TOMORROW* 3. 2A68 *HISTORY OF INDUSTRY IN PA.* 4. SFS *THE EVOLUTION OF AMERICAN HISTORY* 5. R514 *AGE OF STEEL AND STEAM (1877-1890)* 6. 2R22 *PRODUCING THE WORLD'S GOODS* 7. *THE BRITISH ISLES (EBF); INDUSTRY AND THE U.K.* (2D22) 8. *THE BRITISH ISLES (JAM); INDUSTRIAL COUNTRY* (2D28) 9. *GREAT BRITAIN AND NORTH IRELAND; INDUSTRIES AND PRODUCTS* (2D37) 10. *SEEING GREAT BRITAIN; INDUSTRY AND MINING, SHIPPING AND COMMERCE* (SFS)	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKER
		11. *SEEING SCANDINAVIA; INDUSTRY AND COMMERCE* (SFS) 12. *GERMANY TODAY; TRANSPORTATION AND INDUSTRY* (2E27) 13. *LIVING IN THE SOVIET UNION TODAY; FOODS, MARKETS AND STORES* (2E110) *TRANSPORTATION AND COMMUNICATION* (2E113) 14. *THE CARIBBEAN: PUERTO RICO; AGRICULTURE AND INDUSTRY* (2F188) 15. *PRODUCING THE WORLD'S GOODS* (2R22) 16. *LIVING IN CHINA TODAY; RESOURCES INDUSTRIES, TRANSPORTATION AND COMMUNICATION* (SFS) 17. *INDIA AND CEYLON, CITIES AND INDUSTIRES* (2E212) 18. *JAPANESE WORKSHOPS AND FACTORIES* (2F12) 19. *JAPAN: A STUDY IN DEPTH; HOW THE PEOPLE EARN THEIR LIVING* (SFS) 20. *AUSTRALIA, CITIES AND INDUSTRIES* (2F26)	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		SLIDES 1. J. Waidner–East Hills *JUNIOR CRAFTSMEN ALONG THE MONOCACY* **TV** Channel 39–Lehigh Valley Series 1. *19th Century Life* 2. *Era of Transition* **TAPES** 1. HT151 *Development of Industries in Colonial Pennsylvania* 2. HT1221 *Wool and Woolens*	

CAREERS

CONCEPTS

1. Favorable self-concept
2. Equality of Opportunity
3. Commitment to one's own values
4. Clarification of values
5. Labor (Skilled, semi-skilled, unskilled)
6. Supply and demand
7. Profession
8. Para-professional
9. Higher education
10. Vocation
11. Vocational/Technical Education

PROCESSES

1. Simulation
2. Locating resources
3. Role play
4. Interview
5. Clarify and substantiate one's own values
6. Draw inferences from printed and non-printed sources
7. Debate
8. Classification of data

Performance Objectives	T E A C H I N G Total Class
1. Through verbal or non-verbal expression the student will be able to discuss the "world of work" and his own attitude toward work.	1. a. Discuss work by introducing the question–People work to get money to make a living. Is this the only reason people work? Other discussion starters–– 1) Occupations exist for a purpose. 2) Work means different things to different people. 3) Individuals differ in their interests, abilities, attitudes and values. 4) Persons need to be recognized as having dignity and worth regardless of the job held. b. Use introductory filmstrip, 3183 "Planning Your Career." c. Each student should interview two people to find out the type of job held and qualifications for the job. These findings should be reported back to class. d. See catalog for channel 39, "Man and His World–Man At Work." e. Use resource speakers (see list at end of Careers sub-unit).
2. The student will demonstrate his awareness of employment opportunities by listing specific sources one can use in job hunting.	2. a. Using the classified ads in the newspaper, the students will make a list of available jobs and qualifications needed. b. Each student should write a brief story on the "oddest job" they ever heard about. c. Students can survey 9th grade or above students to determine the various types of jobs they hold or have held–both compensated and non-compensated jobs (i.e., newspaper routes, lawn mowing, carrying bags at supermarket, baby-sitting, selling arts and crafts, volunteer work in camps and hospitals).

STRATEGIES		
Small Group	Individual	Teacher Notes
1. a. Groups could write to various agencies to determine types of positions and job qualifications (see appendix).	1. a. Research the various state or federal programs designed to train young people for jobs.	
b. Have groups write some important or influential people asking them their "secrets of success." Slogans might be made up as a result of the answers.	b. Make up a news report about the various jobs one encounters each day in downtown Bethlehem. Present to class.	
c. Use telephone-in-classroom; arrange for interviews of local people over this telephone, with committee conducting interview for entire class.	c. Draw cartoons depicting certain types of jobs (i.e. see "Simpkins" in *Morning Call*).	
	d. Write a letter of application to a potential employer stating your qualification for job and why you think you should be accepted for the position.	
	e. Read "The Career of Igor Ivanov." Compare Igor to someone you know and report this to the class or write about this situation. (From *Myths and Folktales Around the World* by Potter and Robinson.)	
2. a. Given a list of jobs, groups could write their own classified ads.	2. a. Interview the head of an employment agency. Tape and replay to class.	
	b. Check on summer employment opportunities in the area. 1) Neighborhood Job Corps 2) Community Worker Find out how these programs provide job experience. Can anyone apply? What are the requirements? Is there a quota? Is there a possibility of permanent summer employment? Can students continue throughout the year on a part-time basis? Who sponsors the program?	
	c. Interviews with employers to find out what they expect of their employees.	

Performance Objectives	T E A C H I N G Total Class
3. Given a list of fifteen job clusters, a student will be able to give two examples of specific jobs in each cluster.	3. a. A list of opportunities will be compiled throughout the unit. Use the job cluster list (SIR) as a guideline. Place list on bulletin board so it is always available for additions by the students. Class will discuss the accuracy of the catagorization, consulting the Guidance Counselor when necessary. b. Invite school guidance counselor or District Coordinator of Guidance to class.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Groups could work on lists of job classifications under topics such as: skilled, unskilled, para-professional, professional, voluntary. Topics must be defined by the group. b. Make a large chart for bulletin board listing jobs under these categories: –literary –scientific –mechanical –clerical –persuasive –outdoor –social service –artistic	3. a. Write a story about a blue collar, white collar or service worker. b. Read "The Car-Wash Professional" from *Stories of the Inner City*.	

Performance Objectives	T E A C H I N G Total Class
4. The student will demonstrate through oral and/or written interpretation his own feeling about his career future, the requirements for its fulfillment, and available job opportunities.	4. a. Discussion of the factors which determine a person's selection of work. List on board and ask the students to rank the factors in order of their importance. b. The student should write an essay concerning his future work plans; what he expects to do and how he expects to accomplish his goal. 1) *GATEWAY ENGLISH A Family Is A Way Of Feeling* Lesson 10 "Steps to a Goal" Lesson 11 "Mollie and Her Children" c. Use a film or filmstrip– 1F91 "The Work We Do" 1F92 "The Things We Make" 49 "Benefits Of Looking Ahead" 5191 "Learning To Earn" d. Invite various speakers to class to talk about their occupation. Question and answer period to follow. (Use list of speakers in resource section at end of unit.) e. Have a discussion on good grooming as an aid to securing a job. Define good grooming. Use an example such as the following to promote ideas for discussion: "If you were an employer, would you hire a young man with shoulder length hair and a beard, even if his hair was neat and his beard well-trimmed? Why or why not? What do you think most employers would do? f. See Resource Materials list for simulation game, "Life Careers." g. *Problem Solving Booklet*, "Will You Be Able To Beat Out A Machine," p. 59-60. "What Do You Want To Do When You Grow Up?" p. 61-64.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Groups will develop mock interviews on applying for specific jobs and portray these to the class. (For more information see *Career Development Service* booklet–Part III, "Work and You." See Guidance Counselor.) 1) Class members will cast secret ballots on whether interviewee will be hired and give reasons for the vote cast. b. Have groups work on a "What's My Line" program to present to total class. (See *Yellow Pages* of *Learning Resources* book.) c. Groups can work up some Charlie Brown cartoons dealing with job opportunities.	4. a. Pupils who have already worked at jobs such as baby-sitting, candy-striping, etc. could report to the class about the qualifications and duties of these jobs. Relate personal experience. b. Write an anecdote about a humorous or frightening experience you had while you were baby-sitting. c. Read novel, *That Dunbar Boy* by Jean Gould. How was he able to accomplish his life-long dream? d. Read the *Rock and the Willow* by Mildred Lee. Student may elect to read excerpts to class, make a mobile or draw a book jacket. e. Student may write a composition telling about a special goal he has and the steps he will have to take to reach that goal. f. Read *Modern Short Biographies* – "Buster Keaton: Silent Comedian," or "Walt Disney: Moviemaker." Write a book report emphasizing which personal characteristics were apparent (i.e., preseverance). g. Read "The Nurse And The Nasty Old Man" from *Stories of The Inner City*. h. Interview people about the first job they ever held and share interesting accounts with the class.	

Performance Objectives	T E A C H I N G Total Class
4. Continued	h. Have the students take the *Career Development Service* "Interest Survey." (See Guidance Counselor for materials.) By having the student take this survey he will learn more about a large number of career opportunities by using his own personal interests. 1) Students will be able to match their personal characteristics and the requirements for a given career. Use *Career Development Service* booklet, Part III, "Student Activity Book: Work and You," p. 21-30. (See Guidance Counselor for materials.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
	i. Report on how Social Services Agencies provide for job experience. Who, Where, and how are contacts made? (i.e., candy-stripers –St. Luke's, Life Saving Course–Red Cross.) Prepare a brief resume sheet of volunteer positions in the community and distribute to class and publish in school newspaper.	
	j. Draw cartoons depicting scenes on "how not to apply for a job" and then contrast it with "how to apply for a job."	
	k. Interview Bob Thompson, a community worker, on his experiences with businessmen, students and community leaders.	
	l. Read *Pilot Jack Knight* by A.M. Anderson and R.E. Jackson. What was unusual about his job? Report to class or make a mobile describing this.	
	m. Explore areas of careers in the arts. Music alone presents several career options–arranging, composing, editing, vocalizing, musical theater, rock, jazz. Make comparisons of those who "made it" without formal training, and those who "made it" with formal training.	
	n. Write an essay on "The Making of An Artist" utilizing all the information you can find to describe how some musicians have become successful. (See resource list.)	
	o. Read "Texas John Wylie" from *Stories of The Inner City*.	
	p. Read "A Chance At Stardom" from *Stories of The Inner City*.	
	q. Read stories in Unit 1 and Unit 4 of *Modern Short Biographies*.	

Performance Objectives	T E A C H I N G Total Class
5. The student will be able to explain the reasons for the current discussions of Women's Liberation in the nation, to give examples of inequality, and to state his personal feeling on the question of Women's Liberation.	5. a. Discuss the role of women in the world of work– 1) Are there any jobs women cannot do? 2) How has the feeling about women working changed in the past years? b. Solicit from the class a list of prominent women in today's working world. c. Resource speaker on Women's Liberation, Betty H. Compton. d. Bring articles to class dealing with the issue of women's equality with men (i.e., woman umpire, jockey, sailor). e. Have students read "Brian O'Levin" to enjoy the humor parody, and satire in a ballad. (*GATEWAY ENGLISH*, Leeson 22.)

STRATEGIES		
Small Group	Individual	Teacher Notes
5. a. Debate or panel: –The woman belongs in the home. –Womenpower is one of our country's most important resources (compare Russia and China). b. Research the role of women at work in the early days of Bethlehem. Where did they work? What type of hours? What was the pay? c. Make a list of women who are important to Bethlehem today. Use local newspapers as a source utilizing pictures and articles to be used on a bulletin board.	5. a. Read biography *Oh! Lizzie* by Doris Faber. Read *Shirley Chisholm* by Susan Brownmiller. Read *I Always Wanted to Be Somebody* by Althea Gibson. Students may elect to do a book jacket, mobile or diorama for these books. b. *Modern Short Biographies*: Naomi Sims Patsy Takemoto Mink Beverly Sills Grandma Moses 1) Write a book report or give an oral report to class. c. Write a report on a prominent woman in the U.S. today.	

Performance Objectives	T E A C H I N G Total Class
6. Students will become aware, through observation and research, of the opportunities for higher education in the area and will be able to list three examples of institutions such as colleges, universities, trade and technical schools.	6. a. Visit a local college or university or invite an admissions official to discuss with the class the requirements for admission to the school. Resource speaker–Deborah J. Dwyer. b. Visit the Vocational-Technical school or other technical institutions and/or invite a school official to discuss the courses offered and the requirements necessary for attending. c. Using aerial photographs of the community and its surroundings, pinpoint various educational facilities available in our immediate area (i.e., higher education facilities such as colleges and universities, public education facilities, parochial education facilities, technical education facilities.) d. Discuss in class how the "world of work" differs from the "world of school." How are education and work interrelated? e. See catalog for TV channel 39, *"Lehigh Valley Series: The Quest for Learning."* f. Arrange for interview using the telephone-in-classroom. g. Invite school guidance counselor to class.

S T R A T E G I E S		Teacher Notes
Small Group	Individual	
6. a. Interview a student attending a local college, university, or technical school. Find out what he likes and/or dislikes most about the school. b. Research all the available educational possibilities for students in our immediate area. List courses, costs, etc. Report back to class for discussion. c. Debate topic—Resolved: A college education guarantees a good job. d. Have groups write to schools and colleges for catalogs. Using the catalogs as guidelines and for pictures, make a bulletin board display. e. Make a collage from the catalog pictures.	6. a. Research in the library your particular area of interest and write a report on it. b. Interview a person who is successful in the field of your interest. Ask pertinent questions about the field. c. Look up the definitions for college-university. Report back to the class the difference between the two. Write a paragraph stating whether you would prefer to attend a university or a college. d. Read a biography from *Modern Short Biographies*. Cite how education helped the individual in the story to obtain his or her goal. e. Obtain an old Liberty High School yearbook and trace the whereabouts and career status of several class officers, athletes, and random students. Try to use one with which the students' parents can identify and help. f. Make a list of people who have become well-known from the Lehigh Valley area. List according to categories (i.e., arts, sports, science, government, entertainment, business). g. Write a report on an American College.	

TEXT

SUPPLEMENTARY MATERIALS

1. Local Newspapers
2. Job Cluster List (see SIR)
3. Agency List (see SIR)
4. Booklet–*CAREER EDUCATION* U.S. Department of Health, Education and Welfare
5. *JOBS IN YOUR FUTURE* Scope 1 Job Skills 1
6. College Catalogs
7. Technical Institute Brochures
8. *OCCUPATIONAL OUTLOOK HANDBOOK*-U.S. Department of Labor. Bulletin 1700
9. *OCCUPATION OUTLOOK QUARTERLY*
10. *CAREER EDUCATION NEWS*, Mc-Graw-Hill, Newsletter
11. *THE CITY TODAY AND TOMORROW* (Multi-Media Kit)(Holt)
12. *DIRECTORY OF COMMUNITY RESOURCES*
13. *CAREER GUIDANCE*, Ginzberg, McGraw-Hill, 1971
14. *LIFE CAREER*, Simulation Game, Western Pub. Co.
15. *Yellow Pages of LEARNING RESOURCES*
16. *CAREER DEVELOPMENT SERVICE PACKET*
17. *"WE THE AMERICAN WOMEN"* U.S. Dept. of Commerce
18. *"WE THE AMERICANS, OUR INCOMES"* U.S. Dept. of Commerce

AUDIO-VISUAL

Films

1. 3183 *PLANNING YOUR CAREER*
2. 49 *BENEFITS OF LOOKING AHEAD*
3. 531 *CHOOSING YOUR OCCUPATION*
4. 5191 *LEARNING TO EARN*

Filmstrips

1. 1F91 *THE WORK WE DO*
2. 1F92 *THE THINGS WE MAKE*
3. 1F93 *THE MONEY WE EARN*
4. 1G170 *FABULOUS FIELDS: MERCHANDISING*

Tapes

1. G23 *LET'S LOOK AT JOBS*
2. G24 *YOURSELF & YOUR JOB*
3. *COUNSELING: TODAY AND TOMORROW "CAREER EDUCATION"* APGA (see Fred Peifley)

TV

1. Lehigh Valley Series *"The Quest for Learning"*
2. *"Man and His World–Man At Work"*

Slides

1. *Jobs of the 1970's* (U.S. Department of Labor-40 slides) See Guidance Department, Nitschmann.

SPEAKERS

1. Robert Baker, Career in Y.M.C.A.
2. Bureau of Employment Security, Career Information, Job Finding, Labor Market Information
3. Philip Dwyer, Career Opportunities in Social Agencies
4. Ti Huang, Civil Engineering
5. Richard J. Lehman, Auto Mechanics, Cars
6. Philip W. Morrison, Technical Experiences in Microeletronics Manufacturing
7. Delford G. Britton, Pilots
8. Juliana Gencarelli, Nursing
9. Gloria B. Hilbert, Life as a Missionary
10. Guidance Counselors
11. John H. Hodgins, Innkeeper
12. Jake R. Calloway, U.S. Army
13. George H. Earl, U.S. Navy
14. Betty H. Compton, Human Liberation
15. Richard T. Johnston, U.S. Navy
16. Barbara E. Solt, Social Work
17. Lehigh University Volunteer Council
18. Stuart J. Myers, Peace Corps
19. Barbara E. Solt, Volunteering
20. Lester Gosling, Interim School
21. Al Snyder, Pennsylvania State Employment Service

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	Related Music, Art Resources 1. *MODERN SHORT BIOGRAPHIES* Leonard Bernstein Mahalia Jackson Barbara Streisand		22. Fred Peifley, Coordinator of Guidance, Bethlehem Area School District 23. Dr. William W. Sharkan, Director of Personnel, Bethlehem Area School District 24. Robert Wortman, Personnel, Bethlehem Steel Corp.

THE CONSUMER

CONCEPTS

1. Willingness to make decisions and take action
2. Supply and demand
3. Consumer
4. Needs and wants
5. Scarcity
6. Price
7. Advertising
8. Government regulations
9. Clarification of values
10. Objectivity

PROCESSES

1. Locating resources
2. Classification of data
3. Critical thinking
4. Interpretation of charts, graphs, statistics
5. Draw inferences from printed and non-printed sources
6. Interview
7. Role play
8. Comparative analysis
9. Creative writing
10. Survey

Performance Objectives	T E A C H I N G Total Class
1. The student will be able to articulate the role he plays as a consumer and illustrate that role with examples.	1. a. Introduce this unit by discussing "What Is A Consumer?" In what ways are you a consumer? What does being a wise consumer mean? b. Develop a list of vocabulary words as the unit evolves (i.e., consumer, goods, services, boycott, advertising, producer). c. Write a short essay about your normal day from the time you awaken until you retire. Show how you are a consumer by listing the goods and services you use throughout the day. d. Discussion on whether the student would rather buy from a locally owned business or from a chain store. 1) Develop a list of advantages and disadvantages and attempt to balance them. 2) Discuss whether the locally owned grocery store will soon be a thing of the past.

S T R A T E G I E S

Small Group	Individual	Teacher Notes
1. a. Assign each group a shopping area so that they can make a survey and list the stores and articles available in each store. Make a list of the locally owned and also the chain stores.	1. a. Report on President Nixon's consumer "bill of rights" guarantee.	
b. Select a secretary. Discuss reasons why you prefer to patronize a locally-run store. Have them listed. What are the advantages and disadvantages? Report back to class.	b. Students can investigate the Consumers Guide. Report back to class all information one can obtain from it.	
c. Use a mail order catalog. Write a letter to order merchandise. Check procedure you must follow to order from a catalog.	c. Individual students should carry out tests to try out specific products and see if the advertisers claims are true.	
d. Have students rate present commercials according to [illegible] effectiveness in getting you to watch them, and, as a result, purchase the product.	d. Write mock ads or commercials for an on-the-market product.	
e. Have students study commercials and pick out flaws in them.	e. Have the student design a commercial to spoof products.	
	f. Have a student design a commercial for his own invented product, giving all the reasons why someone should purchase it.	
	g. As a result of our space program, have students design ads for present day products aimed at the year 2000.	
	h. Have a student watch TV on Saturday morning from 8:30 to 11:30 a.m. and count the number of commercials aimed at him; list types of products and total time span for each commercial. 1) Watch again from 1:30-3:30 p.m. Is there any change? If so, why?	
	i. Read *The First Book Of Supermarkets* Jeanne Bendick. Report to class any unusual information you learned from this book.	
	j. Students select products and research these products in *Consumer Reports.* Report their findings to the class.	

Performance Objectives	T E A C H I N G Total Class
2. The student should be able to develop and enumerate sound buying practices for both major and routine purchases of goods and services.	2. a. Let each student use an imaginary amount of money to buy specific items in several categories; food, cleaning products, sports items. Students report buying to class to see who got the best prices and goods and where goods are available. Supplement by showing film: 3350 "The Country Store" b. Make a list of the ways in which consumers can help themselves. 1) Read ads carefully 2) Shop around 3) Examine merchandise 4) Know your seller 5) Check guarantee c. Ask each student to describe the last articles of clothing he bought and tell: 1) Why he bought it 2) When he bought it 3) Whether he still likes it 4) Whether he would buy again 5) What influenced his choice d. Each student write a short paragraph describing this article of clothing using the five senses—sight, touch, taste, smell, feel. (Check survey list on page 101-*Economics For Young Adults*.)

S T R A T E G I E S

Small Group	Individual	Teacher Notes
2. a. After making up a list of commodities several groups should visit three food stores in order to compare prices on specific items and number of brands available of each item. Where did the items originally come from? Did the store give trading stamps? b. Panel Discussion: The advantages and disadvantages of packaged and convenience goods. c. ROLE PLAY: 1) Resisting high pressure sales 2) Eager salesgirl pressuring undecided customer 3) Overzealous, fast talking salesman 4) Indifferent salesgirl 5) Rude salesperson Total class should be assigned certain points to look for in presentation. d. DEBATE: Food shopping was easier and the quality better in 1900. e. List buying pointers for specific types of products (i.e. textiles and clothing, appliances, gasoline). f. Have students select certain products, record the prices of the different sizes and the amount to determine which size would be the best buy.	2. a. Interview some elderly people to find out what it was like to be a consumer when they were young. How do they compare it to today? Discuss findings with class. b. Tell the class a story about an experience your parents or grandparents had at the "neighborhood grocery store." Why did they enjoy going there very often? What could they buy there that couldn't be purchased in stores today? c. Write an anecdote about an experience you had at a store trying to buy something or exchange a purchase. Be sure you select one that would be interesting to your reader. d. Do some comparison shopping for items you might buy. Report on brands available; features, prices, guarantees, store services, and policies. 1) Compare prices on specific items in 3 mail order catalogs. Chart your findings.	

Performance Objectives	T E A C H I N G Total Class
3. The student should be able to recognize methods used to sell goods and services, including advertising and various sales promotions and incentives.	3. a. Have class react to certain ads or commercials clipped from periodicals or taped from radio and TV. See "Analyzing Ads" from The Croft Teachers Service in SIR. b. Collect ads for analysis and persuasion techniques 1) Analyze specific ads (i.e., Jose Feliciano uses Lifeguard Deodorant). 2) Only $149.98 buys a complete bedroom. 3) Enzo Stuarti sells Ragu Spaghetti Sauce c. Make a list of all advertising one is exposed to in one day. Does the consumer buy the person or the product? d. Conduct an auction in class, with the proceeds to go to a worthy cause. Be sure you remember to use sales techniques that were discussed. e. Play excerpts from "The Music Man." Discuss the techniques used by Harold Hill to persuade the townspeople to buy his wares. f. Discuss factors that influence people to buy one product rather than another. Why would someone deliberately buy something he knows he can't pay for? Why do some people buy things they do not need or want? g. See "The Persuasive Pitch" from the Croft Teacher's Service in the SIR. h. Read, then discuss the article entitled "Bugs Bunny Says They're Yummy." (See SIR.) i. Have each student compose a letter, based on personal experience, to a manufacturer or store manager asking for information or complaining about a product or service, or complimenting a product or service, or making a suggestion.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Groups could define advertising techniques (i.e., appeal to feelings, keeping up with the Jones's, brand names, ethnic-sex appeal, status). Find examples to fit each category. b. Write commercials or ads for specific products. Use phrases, slogans, songs. c. Collect ads for bulletin boards. d. Collect public service commercials. Discuss their effectiveness. e. Using a specific item, find out if you're really getting a bargain when buying the so-called "Giant Economy Size." Check prices on all sizes and divide the price by the ounces on the box. Discuss findings. f. Survey ten advertisements—classify them under established advertising techniques. Are the ads convincing? Do they mislead the public? g. Form a group and write several songs using popular music: 1) Satisfaction with a product 2) Dissatisfaction with a product 3) Satisfaction with some merchandise (furniture) 4) Dissatisfaction with the merchandise (furniture). h. (See Total Class 3h) Students form groups according to type of letter they are writing. After the letters are written, show them on the overhead or chalkboard and have class discuss whether the letters would be effective. Be sure your letter is written in the proper form used for business letters.	3. a. Attend an auction and report to class. (The auction could be taped in part and played in class presentation.) b. Compare sale ads with regular priced items in other stores. c. Report on types of buying incentives such as trading stamps, glassware, and other giveaways. d. Interview a businessman to see if he feels his advertising is effective. Why or why not? e. Review "The Music Man" (if not used in total class). What type of salesman was Harold Hill? f. Research consumer credit. g. On a shopping trip to the food store, list all the brand names for soap powder (i.e., Tide, Dash, etc.). List also the colors and design of package. Which would you buy solely from the above information? Soap, cosmetics, shampoo, etc. can also be used.	

Performance Objectives	T E A C H I N G Total Class
3. Continued	3. j. Survey parents to find out where they shop and why they shop there. k. See Resource List for simulation game, "The Consumer." l. Arrange to interview one or more store managers, owners, or complaint department personnel using telephone-in-classroom.
4. The student will learn to identify by means of research, discussion, and films, the more important laws and well-known agencies that protect and serve him as a consumer.	4. a. After reading *People and the City Series*, "Buyer Beware," pp. 30-44, major points can be discussed. Use sound filmstrip "Protecting the Consumer." b. Students can be asked to bring in labels so the information on them may be discussed. Is information helpful? Is it readable and understandable to the average consumer? Is provision made for the Spanish-speaking buyer? c. Invite a member of the Better Business Bureau to speak to the class.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. Continued	3. Continued	
4. a. Research consumer aid on 3 levels–local, state, federal. b. Using the publications "Consumer Report" and "Consumer's Bulletin" report on actions of various government agencies to put an end to dishonest advertising practices.	4. a. Research and report on the: 1) Consumer's Union 2) Better Business Bureau 3) VISTA 4) Office of Economic Opportunity b. Report on: 1) Ralph Nader 2) Betty Furness 3) Bess Myerson 4) Herbert Denenberg c. Seek out reaction of an individual consumer and a businessman to Ralph Nader.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) 2. *URBAN AMERICA* (Sadlier)	1. *ECONOMICS FOR YOUNG ADULTS* (Sadlier) pp. 4-111 2. *CONSUMER GUIDE* 3. *PEOPLE AND THE CITY SERIES "Buyer's Beware"* pp. 30-44 (Scott, Foresman) 4. *CONSUMER REPORTS* 5. *CONSUMER'S BULLETIN* 6. *CONSUMER EDUCATION IN AN AGE OF ADAPTATION* (Sears) 7. *PATTERNS OF THE CITY* (Noble & Noble) 8. *THE CONSUMER*, Simulation Game, Western Publishing Co.	1. 3550 *THE COUNTRY STORE* Filmstrip 1. SFS *PROTECTING THE CONSUMER* 2. 1T50 *SPENDING YOUR FOOD DOLLAR* 3. 1T11 *THE AMERICAN CONSUMER* Record *Making Music Your Own Series Bk. 7* 1. *THE MUSIC MAN*	

PERSONAL FINANCE (OPTIONAL)

CONCEPTS

1. Commitment to one's own values
2. Clarification of values
3. Needs and wants
4. Money
5. Efficiency
6. Security
7. Capital
8. Resources
9. Profit
10. Standards of living
11. Chance

PROCESSES

1. Classification of data
2. Critical thinking
3. Comparative analysis
4. Survey
5. Panel Discussion
6. Clarify and substantiate one's own values
7. Interview

Performance Objectives	T E A C H I N G Total Class
1. Through study and discussion of real life situations, the student will give examples of family financial problems and budget management, and discuss the factors that determine his standard of living.	1. a. Draw up a list of personal expenditures on a chalkboard and divide them into "fixed" and "flexible." Then ask each student to make up a weekly spending chart based on his own or fictitious income and expenses. Discuss ways to balance both when income doesn't cover expenses. b. Conduct a class or school survey to find out how much students have to spend; how they spend it; and how they use money management skills. Follow up with discussion of spending patterns and management techniques. c. Discuss the following questions: –How might lack of money affect a person's attitude toward life? –How would it make you feel to have plenty of money? Not enough money? –What are some of the factors that influence ways in which people spend their money. d. Write an essay on what you would do with $1,000,000 if you won or inherited it. e. Set up panel discussion by group from class (see Small Group 1b). Follow up with discussion of: 1) Factors that contribute to financial security 2) Factors that threaten financial security 3) How can one plan for financial security? 4) How might one lose his financial security? 5) How important is financial security? f. Discuss standard of living. Let each student write a short paper on the goods and services he considers essential to live a good life. g. See resource materials list for simulation games – FLIP, "Family Life Income Patterns."

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. In individual groups, students work on their expenditure lists. Compare lists and decide which items may be deleted, which should be given priorities. List them according to importance. Use these findings and report back to class for total class discussion and formulation of an "ideal" budget. b. Panel Discussion: –Financial security is having money in your pocket –Financial security is having enough to eat. c. Using the Census Bureau Article in SIR and any other available materials, make a chart or graph depicting the average yearly family income in the United States for the past 10, 20, or 30 years.	1. a. Have a student visit a local bank or savings and loan association. Obtain any brochures or information about savings, budgeting, etc. Report back to class. b. Read *Cheaper By The Dozen* by F. Gilbreth and E.G. Carey. Report on or read parts of the book to the class. c. Read *Mama's Bank Account* by Kathryn Forbes. Review book and make a collage or mobile about this book. d. Investigate the lottery. Define it. How does the state benefit? Is it worth buying a ticket? Why did the state initiate it? Report findings to class. e. Read "King Midas and the Golden Touch," *"Myths and Folk Tales Around The World"* by Potter and Robinson. What point is the author trying to make?	

SOCIAL STUDIES MATERIALS AND RESOURCES

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	1. Newspapers 2. *ECONOMICS FOR YOUNG ADULTS* (Sadlier) 3. *FAMILY LIFE INCOME PATTERN* (FLIP) Simulation Game, Instructional Simulations, Inc.	Filmstrips 1. 1F93 *THE MONEY WE EARN* 2. 1T13 *MONEY* 3. 1T12 *LIVING AND WORKING WITHOUT MONEY* 4. 1T16 *MONEY GOES TO WORK* 5. 1T19 *TOO MUCH SPENDING* 6. 1T18 *TOO LITTLE SPENDING*	1. Stewart R. Rooth Economics

LITERATURE EMPHASIS: SHORT STORY
NOVEL

Performance Objectives	T E A C H I N G Total Class
1. Given a selected short story to read, students will be able to understand the fundamental essentials of short stories (i.e., characters, setting, and plot).	1. a. Show film No. 3730 "Literature in America: The Short Story." b. Discuss the development of the short story in America from its beginnings of Poe and Hawthorne to the late 19th and 20th centuries. Use film strip "Development of Short Story" with recording. c. Assign from *Literary Heritage* "After Twenty Years" by O. Henry to develop appreciation of how the setting can enhance the mood of the story.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Form committees for role playing. Have students assume roles of Bob and cellmate in prison, tape record view points of cellmate as to importance of friendship. Play back tape for class participation and critical analysis of friendship vs. duty. b. Research other short stories where underlying causes and events lead to conflict of the following: 1) Man against man 2) Man against society 3) Man against nature	1. a. Write the story in play form and present to class group. b. Read, and report back to committee, poem "Chicago" by Carl Sandburg. Is it representative of a growing industrial city? c. Read other short stories by O. Henry such as "The Ransome of Red Chief," "The Last Leaf," or "The Furnished Room." Describe the time, place, characters, and sequence in a short story.	

Performance Objectives	T E A C H I N G Total Class
2. Given selected short stories to read, a student will understand the concept and importance of SETTING to the story, and perceive the relationship of intellectual and social implications.	2. a. Assign the short story, "Beauty is Truth," from *Literary Heritage*. Explain through class discussion or teacher lecture the importance of setting a story. b. Show class a map of New York City. Point out the section known as Harlem. Get class to begin discussion on what they think Harlem is. When did it originate? Had it always been as it is now? How did it evolve into a ghetto?

S T R A T E G I E S		Teacher Notes
Small Group	Individual	
2. a. Form committees to research plight of the blacks in the South, North, Segregated School, Integrated School with blacks in minority, Integrated School with blacks in majority. b. Dramatize a segment of the story to bring out the mood and emotions of this segment to the class as a total group. c. Teacher supplies, from actual stories, several simple plot outlines and list of major characters. 1) Students create appropriate SETTINGS by writing descriptive scenes. 2) Other students may write the PLOT OUTLINES and exchange for the creation of SETTINGS. d. Bring a NEWSPAPER ARTICLE to class and create an appropriate setting for it—present and explain to class. e. Watch a favorite TV show or movie. 1) Explain the relationship of the PLOT (story) to SETTING. 2) The influence of SETTING on characters. 3) Could the SETTING be different without changing the plot or characters? How? f. GAME: "HOW DO I FIT?" Student makes a list of things he would want to tell a reader about his own room, house, and neighborhood. 1) Make another list of his own personal characteristics. 2) Compare the latter list to the others to answer the question, "How Do I Fit?" 3) Present it to the class.	2. a. Research word "ghetto" and present paper to large group as to findings. b. Write own essay on "Beauty is Truth, Truth is Beauty." c. Write an essay as to your inner feelings being the only member of a racial minority in an all white classroom. d. Write an essay as to your inner feelings as a white in an all black classroom. e. Read "The New Neighborhood" from *Stories of the Inner City*. Describe in one or more paragraphs the mood of this story mentioning various emotions from this passage. f. Read the biography "Althea Gibson: Tennis Champion" from *Modern Short Biographies*. Explain in writing how a person from this environment can rise to the acclaim of the whole world.	

Performance Objectives	T E A C H I N G Total Class
3. Given a selected short story to read, a student will understand the concept and importance of plot to the story.	3. Assign the short story "Night Drive" by Will F. Jenkins from *Literary Heritage*. Introduce this story to class to show importance of plot to a short story. Motivate class into discussion by questioning: Is there any place in your town which you are fearful in venturing into? Why? This questioning should open such discussion.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Committees formed to research some of stories mentioned in large group presentation. b. Write papers for presentation to total class. c. Take a scene from a short story which has a great deal of fear present–"Night Drive" from *Literary Heritage* and dramatize it using very common effects such as light, colors, and sounds. d. Look at favorite TV program or movie, 1) Observe the story (PLOT) and list the steps in the PLOT. 2) Committees examine and discuss these to see (a) how they are held together, (b) how believable they are, and (c) how they relate to CHARACTER and SETTING. e. Watch a sports event (i.e., football, baseball, etc.) on TV and examine it as a PLOT with characters (players), SETTINGS (ball park), conflict, climax, etc. Discuss in committee the PLOT situation. f. PLOT GAME: Teacher begins make believe story with a sentence or two 1) Students in turn pick up the story where the other leaves off. 2) TAPE the story for reference. 3) Class examines it for believability of the PLOT to the CHARACTERS and SETTING.	3. a. Read other stories dealing with mystery and suspense from writers as Poe, Hitchcock, and Sirling to realize the importance of plot to the story. b. Read a novel of suspense and/or mystery by such authors as Conan Doyle, Poe, or Agatha Christie and create an original book jacket for the novel. c. Write a newspaper account about a mystery or unsolved crime in your community.	

Performance Objectives	T E A C H I N G Total Class
4. Given a selected short story to read, students will interpret personality traits of a CHARACTER from his actions in the story.	4. a. Assign the short story, "The Old Demon" by Pearl Buck, from *Literary Heritage*. Point out China on map or globe and elicit from class what they know about this huge country. (Rural vs. Urban, Sophistication vs. Naivete, Old vs. Young, Material Values vs. Spiritual Values.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. a. Cut out stories from newspapers and magazines on China, compare what is presented in China of the Pearl Buck story with what is reported about China today. b. PANEL DISCUSSION: As to importance of age vs. youth, wisdom vs. immediate action, etc. Make comparison of youth's reference to aged as is there any generation gap? c. In committees choose and read a short story: 1) Make a list of characteristics of the main CHARACTERS. 2) Students discuss whether or not each characteristic played a part in determing the PLOT. 3) Match the characteristic with an opposite and discuss what would have occurred in the plot if the character possessed one or more of tnese opposites.	4. a. Read novel *Good Earth* by Pearl Buck to give understanding of peasant life in China in the thirties. Make a comparison of life in China now as it was then. Do research for this and write a paper indicating your comparison. b. Read essay "Not Poor, Just Broke," from *Native Voices* for a story on spirit and courage.	

Performance Objectives	T E A C H I N G Total Class
5. Given selected short stories, editorials, and/or essays, the student will be able to perceive the author's intent and/or POINT OF VIEW.	5. a. Introduce editorial and essay to students to emphasize the importance one's point of view has in formulating action. Use film strips or film to get point of view across to students.

S T R A T E G I E S		
Small Group	**Individual**	**Teacher Notes**
5. a. Committees research ethnic problems derived from editorial essays, etc. and present to total class for discussion and action.	5. a. Read the story "Mighty Mom" from *Stories of Inner Cities*. After reading the story write an editorial based on the author's point of view.	
b. Create your own advertising campaign using fear to motivate students to be concerned with their environment or other urban problems.	b. Write a composition or poem about an urban problem. Include impressions, descriptions, any comments based on each of the five senses (sight, smell, taste, touch, and hearing).	
c. Have students write and present brief skits about an essay, editorial or short story emphasizing points of view and present it to class. Use local editorials dealing with pertinent local urban problems.	c. Write a poem emphasizing an urban problem such as pollution. Compose music for this poem and change it into a song.	
d. In committees read a short story and re-write it through the eyes of another character in the story.		
e. Watch a sporting event on TV. Write a paragraph description of a dramatic moment in the game through the eyes of a (a) offensive player; (b) defensive player; (c) manager; (d) spectator, and (e) TV viewer.		
f. Describe an event as an argument or as an accident in which they were involved: 1) Proving that you were right. 2) As a bystander might tell it. 3) Which is easier to do? How do the two versions compare?		

Performance Objectives	T E A C H I N G Total Class
6. Given selected short stories to read, the student will be able to understand the concept and importance of THEME to the story.	6. Assign short stories from *The Stories of the Inner City*. Discuss the concept of theme in the short story.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Committees read short stories and prepare an oral presentation of how the story expresses the THEME. b. Find a small article in a NEWSPAPER which tells of a trivial event. Write a STORY, POEM, or PLAY presenting the real meaning of that event to the people involved.		

TEXT

1. *GRAMMAR AND COMPOSITION* (Warrimer) Harcourt, Brace
2. *THE NEW BUILDING BETTER ENGLISH* Harper Row
3. *LITERATURE TO ENJOY* MacMillan Literary Heritage
4. *COMPOSITION: MODELS AND EXERCISES* Harcourt, Brace & World

SUPPLEMENTARY MATERIALS

1. *ENGLISH 1*, Hayden Book Co.
2. *GATEWAY ENGLISH* MacMillan
3. *FUNDAMENTALS OF THE RESEARCH PAPER* Kenneth Publishing
4. *THINKING SKILLS DEVELOPMENTAL PROGRAM* (Kit) Benefic Press
5. *FAMILY OF MAN* Museum of Modern Art
6. *COMPOSITION THROUGH LITERATURE* American Book Company
7. *MODERN SHORT BIOGRAPHIES* Globe Book Co.
8. *LORD OF THE FLIES* William Golding
9. *THE BUTTERFLY REVOLUTION* William Butler
10. *ONE DAY IN THE LIFE OF IVEN DENISOVICH* Alexander Isayevich Solzhenitsyn
11. *THE UGLY AMERICAN* William Lederer and Eugene Burdick
12. *STORIES OF THE INNER CITY* Globe Book Co.
13. *PROFILES IN COURAGE* John F. Kennedy
14. *KATE'S STORY* Christopher Leach
15. *NATIVE VOICES* Globe Book Co.
16. *DAUGHTER OF TIME* Josephine Tey
17. *BIRDMAN OF ALCATRAZ*
18. *WHAT TO NAME YOUR CHILD* Evelyn Wells

AUDIO-VISUAL

Films

1. 682 *Writing a Report*
2. 235 *Importance of Taking Notes*
3. 225 *How to Read a Newspaper*
4. 3604 *Making Yourself Understood*
5. 234 *Know Your Library*
6. 791 *Know Your Library*
7. 3671 *Improve Your Oral Report*
8. 939 *Libraries are for Sharing*
9. 866 *Listening Skills: An Introduction*
10. 673 *Ways to Better Conversation*
11. 3730 *Literature in America: The Short Story*
12. *Preparing Your Book Report*

Filmstrips

1. *New Writing* (N.E.)
2. *Your Library: A Place of Learning*
3. *Writing and Revising* 1E184-1E187
4. *Writing the Paragraph*
5. No. 304 *Painting with Words* (N.E.)
6. *Campaign Manager*

Transparencies

1. *Using the Dictionary*
2. *Using Your Library*

SPEAKERS

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
	19. *UP THE DOWN STAIRCASE* Belle Kaufman 20. *CHICAGO* Carl Sandburg	3. *Using the Encyclopedia* 4. *Developing Composition Skills* 5. *Developing Listening Skills* 6. *Outlining* 7. *Writing through Pictures*	

Performance Objectives	T E A C H I N G Total Clas.
1. The students will demonstrate a knowledge of the elements of the novel plot through gaming and discussion (setting characterization, theme, point of view).	1. a. Introduce the students to the elements of dramatic plot through the use of the Cemrel package. b. Using large group presentation, the teacher will develop through film or other audio-visual material, the concept of the novel.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Play the various level games. b. Write and/or dramatize the stories developed. c. Through committee activity, discuss and evaluate the dramatic presentation through the following criteria: 1) setting 2) character 3) conflict 4) incident 5) crisis 6) resolution	1. a. Student will demonstrate their understanding of main idea and supporting details via one of the following presentation methods: 1) oral 2) visual 3) written	

Performance Objectives	T E A C H I N G Total Class
2. Students will demonstrate an understanding of the elements of the novel found in *The Pearl* through the contract activities.	2. Present the background necessary for the reading of *The Pearl*. (Suggested use of contract found in SIR.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Use contract provided. b. The following activities can be done in committees: 1) Copy one of the descriptive lines from the story with page number and attach to a Drawing or Painting of the scene or character. 2) Construct one of the following: a) the village b) Kino's brush house c) Kino's canoe d) Map of the area and places covered in the story. 3) You are a radio or TV commentator. Write or tape an INTERVIEW with Kino and Juana after one of the following scenes: a) Kino and Juana have just landed on the beach after finding "The Pearl." b) You meet the discouraged Kino and Juana as they leave the the pearl buyer's office. c) You confront Kino and Juana on the beach as they are about to throw the pearl into the ocean. 4) Identify theme, mood, tone and climax in *The Pearl* with examples from the novel. 5) Report on the external conflicts in *The Pearl*: Man against Society Man against Nature Man against Fate 6) Report on the various internal conflicts in *The Pearl*. good vs. evil fear vs. duty duty vs. pride training vs. instinct 7) Develop a working list of the SYMBOLS used in *The Pearl*. What is meant by using concrete objects to represent an abstract idea?	2. a. Draw a mural or set of pictures illustrating Kino's flight to the mountains. b. Design a collage or mobile from the elements found in the story. c. Design a book jacket for *The Pearl*. d. Write an EDITORIAL with CARTOON on the treatment of the Indians in the story. e. Write a NEWS STORY or FEATURE STORY on the events taking place at Kino's village. f. Compose the Music and/or lyrics to one of Kino's songs. g. Plan a class talk on one of the following topics: 1) Summary on John Steinbeck 2) The country and people of Mexico 3) Pearl fishing and the formation of pearls 4) Mexican "wetbacks" 5) The condition of the Mexican Indian today 6) The condition of the American Indian today h. John Steinbeck frequently describes animals and lesser creatures as a means of foreshadowing or reflecting human events. Give at least two examples of this. How do these passages either reflect or foreshadow human events. i. The novelist, like the poet, may use imagery to convey more vividly a scene or an emotion. For example (p. 58) "the houses belched people." Quote other examples of what you consider to be effective images. Explain what makes each image effective.	

Performance Objectives	TEACHING Total Class
2. Continued	2. Continued

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. b. 8) Develop a character sketch for either: Kino, Juana or the Doctor, include: Psychological description. What they think. What they say. How they say it. What they do. Physical description. Their environment. Their reactions to others. The reactions of others to them. What others say about them.	2. Continued	

Performance Objectives	T E A C H I N G Total Class
3. The students will demonstrate an understanding of the elements of the novel found in *A Single Light* through contract activities.	3. Present the material necessary for the reading of *A Single Light*. (Suggested use of contract found in SIR.)

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Use Contract provided. b. The following activities can be done in committees: 1) Choose a scene from the story that best expresses the THEME and discuss. 2) Write a POEM expressing the meaning of "love" as felt by the deaf-mute girl. (Optional: Compose a song using the poem.) 3) What did the statue mean to the following CHARACTERS? –deaf mute girl –Larry Katchen –Priest It should be written in the character's point of view. 4) Prepare DRAMATIZATION of one of the scenes (video-tape, tape recorder). 5) Prepare a NEWSPAPER account of the recovery of the stolen painting. 6) Write a NEWSPAPER NEWS STORY about any event in the novel. 7) DRAMATIZE an INTERVIEW with Larry Katchen as to why he wants to take the deaf-mute girl back to America and what he wants to do with the statue; or, INTERVIEW one of the village people (mayor, bartender, etc.) concerning the death of Carlos.	3. a. Draw a CARTOON STRIP illustrating one of the scenes in the novel. b. Use an article from the NEWSPAPER dealing with a handicapped person as the basis of a short story. c. Construct, draw, etc. the statue, the village, the church, etc. d. Explain the changes in the kind of life the deaf-mute girl would experience if adopted by a family in Bethlehem–oral presentation. e. Presented with a selected reading list, the student should choose other novels to read. f. Prepare an oral report on one of the following: 1) The People and Culture of Spain. 2) Renaissance sculpture. 3) Deaf-mutes. g. Report on the life of Helen Keller.	

TEXT

1. *GRAMMER AND COMPOSITION* (Warriner) Harcourt, Brace, Johanovich
2. *THE NEW BUILDING BETTER ENGLISH* Row Peterson
3. *LITERATURE TO ENJOY* MacMillan Literary
4. *COMPOSITION: MODELS AND EXERCISES* Harcourt, Brace & World

SUPPLEMENTARY MATERIALS

1. *ENGLISH 1* Hayden Book Company
2. *GATEWAY ENGLISH* MacMillan
3. *FUNDAMENTALS OF THE RESEARCH PAPER* Kenneth Publishing
4. *THINKING SKILLS DEVELOPMENTAL PROGRAM* (kit) Benefic Press
5. *FAMILY OF MAN* Museum of Modern Art
6. *COMPOSITION THROUGH LITERATURE (B)* American Book Co.
   Fact or Opinion
   Handbook of Writing Skills
   Wake Up Your Senses
   What It Was Like
7. *CALL CHRONICLE REVIEW*
8. *CEMREL DRAMATIC PLOT* Kit-call Coordinator of Language Arts-Reading
9. *GUIDELINE TO EFFECTIVE SPEAKING* by Evelyn Miller PDE

AUDIO-VISUAL

FILMS (Regional Film Library)

1. 682 *WRITING A REPORT*
2. 235 *IMPORTANCE OF MAKING NOTES*
3. 225 *HOW TO READ A NEWSPAPER*
4. 3604 *MAKING YOURSELF UNDERSTOOD*
5. 234 *KNOW YOUR LIBRARY*
6. 791 *KNOW YOUR LIBRARY*
7. 866 *LISTENING SKILLS*
8. 673 *WAYS TO BETTER CONVERSATION*
9. 5072 *NOVEL: What it is, what it is about, and what it does*

FILMSTRIPS

1. *NEWS WRITING* (NE)
2. *THE PARAGRAPH* (NE)
3. *LOOK IT UP* (NE)
4. *COMPOSITION* (NE)
5. *ADVENTURES IN COMMUNICATING*
6. *WRITING AND REVISING* (NE)
7. 304 *PAINTING WITH WORDS* (NE)

FILMSTRIP AND CASSETTE

1. *MINORITIES AND MAJORITIES* (6F.S./3 Cassettes) (NE)
2. K183A *PLANNING A PARAGRAPH* (NE)
3. *USING YOUR ENCYCLOPEDIA*
4. *DEVELOPING COMPOSITION SKILLS*
5. *DEVELOPING LISTENING SKILLS*
6. *WRITING THROUGH PICTURES*

SPEAKERS

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		TV Channel 39 1. *COVER TO COVER II* 2. *A MATTER OF FICTION* 3. *THE HUMANITIES: EMOTIONS IN THE ARTS* **TRANSPARENCIES** 1. *USING THE DICTIONARY* 2. *USING THE LIBRARY* 3. *USING THE ENCYCLOPEDIA* 4. *DEVELOPING COMPOSITION SKILLS* 5. *OUTLINING* 6. *WRITING THROUGH PICTURES*	

PHYSICAL

STRUCTURES

Bethlehem Area
School District

Bethlehem, Pa.

PHYSICAL STRUCTURES UNIT

LITERARY EMPHASIS: Poetry
RELATED MUSIC ACTIVITIES

PHYSICAL STRUCTURES UNIT

(Suggested time - 5 weeks)

OVERVIEW:

This learning unit will provide the pupil with a new concept of what he sees around him. The student will develop an awareness of form in many things as it relates to function. He will begin to see that the environment has a direct relationship to the structure and design of his own home and to other homes. The student will also be able to see commercial structures and design in their direct relationship to the needs man must fulfill as basic essentials for living. It is hoped that the student will perceive that all forms and design ideally have a specific function.

GENERAL OBJECTIVES:

SOCIAL STUDIES

..... To demonstrate an awareness of the great variety of structures present in his community.
..... To be able to identify the principal styles of homes used historically and used today in the United States.
..... To gain some understanding of the idea that, ideally, form follows function in the structures we build.
..... To recognize through examples the relationship between man's environment and its resources and the structures he builds.
..... To give some evidence that the student recognizes that people can express individuality or conformity or a combination of both in the buildings and furnishings that share their lives.

LITERARY

Poetry

..... To show understanding of the genre by classifying poetic selections.
..... To show understanding of the main and supporting ideas of the poem.
..... To show understanding of the personality traits of the literary characters.
..... To show understanding of the poem by making inferences based on detail.
..... To demonstrate the ability to perceive the author's intent and/or point of view in the poem.
..... To demonstrate the ability to perceive mood or tone in the poem.
..... To show your understanding of literary devices in given selections.

FUNCTIONAL

Writing:

..... Comparisons
..... Lyric reports
..... Reports
..... Paragraphs
..... Compositions
..... Short stories
..... Poetry
..... Letters
..... Ballads
..... Jingles
..... Metaphors
..... Similes

PHYSICAL STRUCTURES

CONCEPTS

1. Recognition of limitations of environment and opportunity
2. Recognition that man is capable of altering his environment
3. Willingness to make decisions and take action
4. Respect for rights and values of others
5. Needs and wants
6. Land or property
7. Efficiency
8. Resources
9. Government regulations
10. Spatial relationships
11. Creativity
12. Change
13. Laws
14. Equality
15. Bureaucracy
16. Individuality
17. Conformity
18. Social environment
19. Social mobility

PROCESSES

1. Draw inferences from printed and non-printed sources
2. Comparative analysis
3. Interview
4. Role playing
5. Locating resources
6. Critical thinking
7. Classification of data
8. Clarify and substantiate one's own values
9. Creative writing

Performance Objectives	T E A C H I N G Total Class
1. Through observation and categorizing, students will draw up an inventory of the types of structures–both as to function and form, found in the community.	1. a. Through the use of filmstrips, slides, or field trip, class will identify buildings–their physical structure, materials, and function. Students will draw six different styles of buildings (i.e., single frame, twin, row, apartment, rancher, split level, Cape Cod). b. Compare downtown Bethlehem with a mall in the area as far as design and function. Which would be preferable for shopping and why?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Research design and function of various banks, theaters, shopping mall, grocery stores, city center, library, town hall, the police station. b. Compare an older school in Bethlehem with a newer one. Are there any changes in design in the newer that show a change in function or which seem to better carry out a function. c. Students list the different kinds of building materials in the area and label them "personal" or "impersonal." d. Write a comparison of Martin Towers with the PP&L building in Allentown. How do they differ in size, materials, function, texture, and overall beauty. e. With paper mache and other materials, construct a model of an ideal shopping area.	1. a. Collect pictures of furniture, appliances, flatware, jewelry, clothing, dinnerware, and report back to the class on how their design reflects their function. b. Design what you would consider the most comfortable chair (3-d if possible). c. Design the house of your choice and the interior (3-d if possible). d. Write a lyric poem on a structure in Bethlehem. e. Research and report on skylines of the following cities: New York, Chicago, London, and Tokyo. Report to the class on why they are different. f. Begin a collection of pictures from the media: 1) Types of architecture categorized according to function 2) Famous buildings 3) Buildings in various stages of completion 4) Design as it appears in nature	

Performance Objectives	T E A C H I N G Total Class
2. Students will be able to identify the activities which take place in each of the following urban zones: 1) The Central Business District 2) A Zone in Transition 3) A New Residential Suburb	2. a. Using a large map of Bethlehem, locate each area-use colored pins to show where each is located. b. Discuss the rise and fall of the South Side Business District and its implications to the city. c. Why did each area develop where it did? d. Show slides with tape of Old Bethlehem available from BIMC. Utilize those slides which have been included of present day Bethlehem. Using two slide projectors, ask students to identify locations in Old Bethlehem. Then test for correctness of responses by projecting modern scenes - comparing both slides, side by side.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Have students photograph their neighborhood. What kind of neighborhood was it once? Use their slides to analyze why it has changed. b. Make a survey of the Southside business district through photographs of buildings and taped interviews. Write up results as a feature newspaper story. Make maps of business area. Make graphs or charts of the business area. (Keep in mind the theme "The Demise of the Southside Business District.") Write editorials and letters to the editor concerning this project. c. Using the format, "I Was There," students select a certain period of Bethlehem's past and report on the people, structures, etc., at that time through a report or skit.	2. a. Take a walk through downtown Bethlehem. Take notes on the types of stores represented. (Kinds of merchandise sold.) Report to the class. b. Arrange a photographic display of the business establishments of downtown Bethlehem. c. Have students classify the neighborhood in which they live as one of the three types.	

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to discuss how physical structures reflect man's dependence on his changing environment throughout history, and will recognize contrasting styles in architectural designs.	3. a. Compile a list of natural resources in the Lehigh Valley area. How many of these are used in local buildings today? b. Visit the Moravian Buildings in Bethlehem. Make a list of building materials they used. How far did they have to travel to obtain their building supplies? c. On a walking tour, take pictures of buildings built between the early 19th century and 1930, and a building under construction today. How have the style of the architecture and building materials changed? What possible reasons are there for these changes? d. Have students study homes in various geographic regions as to their design, materials and structure. Why did they build the way they did? (See filmstrip "Nature, Man, and Architecture.") e. The teacher will show slides of early Bethlehem which the class will attempt to identify as to location. Follow up by projecting slides showing the same locations today for contrast. (See slide collection on scenes of early Bethlehem in BIMC and in public library.) 1) The students viewing the slides can categorize the buildings: –Public building –Church –Private building 2) On a map of the city of Bethlehem color code the following structures: –Residential - red –Commercial - blue –Industrial - black –Public - yellow –Parks - green –Vacant - white f. The following topics can be handled in general class discussion: 1) Should buildings change in design over time? 2) Will center city always be considered modern?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Construct models of homes lived in by the American Indians of the Lehigh Valley. On each model, list the materials used for construction by the Indians. Were these available in the area?	3. a. Compile a list of building materials used in the construction of your home. Report to the class on how many of these materials are found in the area.	
b. Collect examples of building materials used by the Moravians and used today. Combine these in a collage to show the differences.	b. Research brick (masonry) making. When was the first brick house built in Bethlehem? What might have been probable sources of this brick?	
c. Visit a building supply store. From where does the merchandise come? Why can we rely on these sources rather than only our own in the Lehigh Valley?	c. Research a European castle. What reasons can you find for the materials from which it is built, and the form it takes.	
d. Given several characteristics of world other students can draw homes suitable for the residents. e.g. London - clay base New York - rock base Tokyo - earthfault zone	d. Compile a list of materials used in the furnishings in your kitchen. Compare to those found in an early Moravian kitchen. Why are they different?	
	e. ART: From their study of various homes from geographic regions have students construct a collage of various homes and materials. (i.e., pictures, wood, grass, glass, dirt, etc.)	
	f. ART: From building materials a student could construct a mobile. Possible materials: –Hinges –Screening –Roofing nails –Siding –Tile –Wood –Cloth	

Performance Objectives	T E A C H I N G Total Class
4. Through research, students will be able to discuss new trends in city planning.	4. a. Invite the local city planner or redevelopment authority director to speak to the class on plans for downtown Bethlehem. b. Invite a businessman to speak to the class on his reaction to the redevelopment plans. c. Invite a homeowner about to be displaced on his/her reaction to the redevelopment plans. d. If possible arrange for a panel discussion with above-named persons presenting their views. e. Class writes up Interview Report (See Individual Activity 6g). f. Class writes up debate (See Small Group Activity 6e) as a news story. g. Class writes up an editorial stating individual views on new trends in city planning. h. Show films: GEOGRAPHY OF NEW ENGLAND and SOUTHERN NEW ENGLAND: NEW INDUSTRIES.

STRATEGIES		
Small Group	Individual	Teacher Notes
4. a. Research the "greenbelt towns" in the U.S. Present findings to the class (Reston, Virginia; Columbia, Maryland; etc.) b. Investigate the redevelopment programs in downtown Bethlehem. Compare with other cities i.e., Allentown, Easton, Pittsburgh. See editorial, "A Test of Commitment," in appendix. c. Arrange to take photographs of downtown Bethlehem as it is now, when buildings are torn down, and when new construction takes place. This will be a long term project taking place over the year, and continuing into next year's class. Write appropriate captions for photograph. (See Individual Activity 6c.) d. Groups plan a television or radio presentation of advantages and disadvantages of Urban Renewal. e. Debate theme of Urban Renewal (i.e. resolved: "Urban Renewal is a necessary step in the growth and development of a city.)	4. a. Research Ebenezer Howard and his concepts of city planning. Report to the class or in small groups. b. Make a tape for class presentation of results of redevelopment investigation. See Small Group Activity 6b. c. Students from Small Group Activity 6c could: 1) Write a reporter's news account of this building construction project. 2) Write a composition describing your pictures and/or give a speech before the class, explaining your photographic project. Discuss. d. Research Frank Lloyd Wright and his concepts of city planning. Report to the class or to small groups. e. Write an editorial stating your views on redevelopment. Read to class. 1) Select one editorial. Read in class and write a letter-to-the-editor either pro or con. f. Write a feature story on redevelopment in Bethlehem. g. Interview a Planning Commission Member and/or the Urban Renewal Head. Tape interview. Report to class and discuss. h. Clip out newspaper articles on urban renewal. Present to class as an oral report. Make up a bulletin board display.	

Performance Objectives	T E A C H I N G Total Class
5. The student will recognize that limited space determines what you build and how you build as well as where you build.	5. a. Explain why the Freedom-East Hills complex was built where it was (i.e., parking–access roads, future expansion possibilities), l) Could these schools have been built in the city? If so, where? Support position with reasons. b. Explain why the Industrial Park and A.B.E. Airport were built in their present locations. c. If the Lehigh Valley Area was finally to erect a cultural center for the staging of performances, festivals, and conventions, where should it be placed? Why? d. Where could the school district build a junior high football stadium? Justify your choice of a site.

STRATEGIES		
Small Group	Individual	Teacher Notes
5. a. What conveniences or facilities are available at urban sites as opposed to suburban sites. b. List those places in the Lehigh Valley that are easily accessible. c. Discuss the topic: Does the city need the suburbs–Vice versa?		

Performance Objectives	T E A C H I N G Total Class
6. The student will be able to explain the basic difference between public and private housing, and between a rental and ownership situation.	6. a. Either through class discussion or by assigning small groups to prepare panel discussions or debates the following items might be explored: –Who is affected most by public housing, tenant or community? –Should rents in public housing developments be stabilized? –Should public housing be temporary or permanent? b. See 4b Small Group Activity. c. On the topic of Public Housing discuss: –Who is affected? –Which government agency can help? –What results follow from public housing for individual families and for the community?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
6. a. Students will compare public housing to private housing as to – space needed, materials (inside and out), people per acre, design, and the feelings derived from each. b. Committee will prepare the following role-playing situation which will then be presented to the total class to spark general discussion: The tenant is arguing that his rent has gone up–the landlord argues that the increase is due to maintenance. Tenant argues that to raise the rent every time he gets an increase in pay is unjust. c. The students will study the countries of Russia and Japan to identify their housing problem. How are other nations handling it? d. Students will compile a list of all the housing agencies and explain the basic purpose and services of each. Make a presentation to total class (i.e., H.U.D., Housing and Urban Development, Bethlehem Housing Authority).	6. a. Design a 100 unit public housing project on paper–list apartments, parks, roads and any other needed features. b. Make a list of the public housing projects in Bethlehem – Allentown – Easton and locate them on a map. c. Read poem "Ballad of the Landlord" by Langston Hughes (in Housing Conflicts, *People and the City*). Pretend you are a lawyer and write a brief defending your client's actions.	

Performance Objectives	T E A C H I N G Total Class
7. The student through research and discovery will identify the factors which enable a person to choose where he wants to live, or which limit his choice.	7. a. Each student will write a brief paragraph stating where he would like to live in the future and why. Compare variety of answers and discuss. Individuals should try to persuade others of the wisdom of their choice. b. GENERAL DISCUSSION: How does a home contribute to your total being? 1) Feelings 2) Health 3) Comfort c. DISCUSS: 1) What have you added to your home to make it more personal? 2) Do you think people should change a house to suit them? _____ Why? _____ 3) What makes a home more attractive?

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
7. a. MUSIC: Compile a listing of popular ballads which convey what makes a home (i.e., "There's No Place Like Home," "A House Is Not A Home," "There's No Place Like Home For The Holidays." 1) Write a group composition on what meaning these words convey to you. b. MUSIC: Form a group; choose a popular ballad to write your own words about what a home means to you. Suggestions: Using Burt Bacharach's "A Home Is Not A Home," change the lyrics to suit your feelings. If tape is not obtainable let group choose a ballad of its own choice. c. MUSIC: Students in two groups bring in pictures–one of physical structures–one of musical instruments. The class can match the instrument which best expresses the building. 1) A montage or mural could then be considered.	7. a. Choose a home shown in the film, "A World Full of Houses," that best suits your needs today and tomorrow–Write reasons why. b. What neighborhood would you choose to live in whose physical structures suit your needs. 1) List the neighborhood 2) List the "physical structures" 3) List recreational facilities c. Compose your own song or peom–"What My Home Means to Me." d. Make a film traveling from home to school studying the architectural environment. e. Make a film based on "Life In My Neighborhood." f. Make handbooks on urban problems for your neighborhood.	

Performance Objectives	T E A C H I N G Total Class
8. Students will begin to explore the role of the individual in architectural design.	8. a. Take a walking tour of the neighborhood near your school. Which homes stress individuality, which conformity? b. Have students cover empty milk cartons from the cafeteria with brown wrapping paper. Arrange these to resemble a neighborhood. With paint or colored felt pens, change the neighborhood from one of conformity to one reflecting individuality. c. Discuss with students how certain architectural features make them feel (i.e., a small cramped room, a large room with a high ceiling, a domed ceiling, a skylight, a sloping floor, a room with no windows, a revolving door, a high balcony). 1) Invite an architect or architectural student to class to comment on these concepts.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
8. a. Research modular housing and prefabrication and report to the class. Do these foster conformity or individuality?	8. a. Research and report to the class on the following people: Frank Lloyd Wright Eero Saarinen Buckminster Fuller Walter Gropius Mies VanDeRho Obtain pictures of their work.	
b. Committee research *Life* Magazines for series on unusual homes reflecting the creativity of the designer and/or owner. Show examples to class using opaque projector. Class can vote on its favorite and state reasons.	b. Draw a floor plan of your house. How did the person who designed your house take into account the needs of the family who would live there? What changes would you make so that your family's needs could be more adequately met?	
c. Take slides of various buildings in the area: Air terminal, a house of worship, a grocery store, a factory, a sports stadium. Next using records or tapes play various musical selections as they are projected. The class can relate the musical selection to the building form.	c. Design a school room that allows for individual differences rather than stressing conformity.	
d. Have students study natural forms and what kind of buildings might be inspired by each (i.e., sponge, spider, suspension bridge, mushroom–geodesic dome, sea shells–?, etc.).	d. Use transparency No. 5 from *Writing Through Pictures* and write a paragraph describing how a child or adult would use this ancient building today.	
	e. Use transparency No. 44 from *Writing Through Pictures* and write a composition or short story on your experiences on spending a night in this house alone.	
	f. Write a poem depicting either beauty or ugliness as to the feelings of a house in your neighborhood.	

Performance Objectives	T E A C H I N G Total Class
9. Students will develop criteria that should be considered in making a structure into a more attractive and livable place with only minor changes.	9. a. Using pictures of unattractive homes, have students discuss what minor changes would make it more attractive (i.e., paint, flower boxes, curtains, landscaping, repairs, etc.). b. Invite an interior decorator, landscaper, home repair contractor, or a member of the Jaycee Home Renewal project to class to discuss redecorating ideas. c. Draw up a list of possible improvements to your school. Rank them in order of desirability and practicality. Discuss with principal, superintendent of buildings and grounds, deputy superintendent, or superintendent. d. Class members could obtain several large cartons (i.e., TV, refrigerator crates). 1) Students will crawl into boxes to relate their feelings while inside. 2) Decorate interior of boxes in a variety of ways (bright paint, neutral paint, plush fabric, rough surface such as brick, straw). Again students sit in each box and record how they feel. 3) On one exterior side of each box, students can draw a picture of a house they feel is especially unattractive. 4) On the opposite exterior side of each box, draw a picture of the same house, making changes to render it attractive. 5) Arrange boxes as in a neighborhood, placing all "before" houses on one side and all "after" on the other.

S T R A T E G I E S

Small Group	Individual	Teacher Notes
9. a. Analyze pictures collected by students. Why is a particular house considered attractive and another unattractive? What could be done to alter this judgment? 1) Report to the class and determine whether total class agrees with committee's analysis. b. Compare public housing with renovated areas in the community (i.e., Jaycee renewal houses on South Side). 1) Report back to class on committee's feelings as to where they would like to live and why. c. Interview a member from the Urban Renewal Agency as to plans for future projects, past accomplishments, and what is presently being done to revitalize the community. d. Plan to attend a meeting of South Side '76 and report back to class e. Organize to help beautify your neighborhood playground and/or swimming pool (i.e., plant and cultivate flowers, paint benches, pick up refuse and generally clean up area). f. Contact the head of the city's recreation department as to the feasibility of having a neighborhood picnic. If permission is granted, plan for a parent's and friends day out to be hosted by the children. g. Organize a clean-up campaign in your neighborhood. Include plans for recycling of paper, metal and glass.	9. a. Collect pictures of houses, both run-down and in good repair. b. Draw a picture of the exterior of your house. Using construction paper, cut bushes, flowers, and trees. Try different arrangements around the house. Glue them to the picture in the arrangement you prefer. c. Read the short story "Better than the Project" from *Stories of the Inner City*. 1) Presented with the positive and negative aspects of public housing, interview a classmate who lives in a public housing project on some of the questions brought out in the story. d. Write a letter to the editor commending the efforts of people in any neighborhood where an attempt is being made to beautify the area and upgrade homes by making repairs. e. Read the story "The Purple Plug" from *Stories of the Inner City*. Report to the class your feelings on the story.	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw) Chapter 20, pp. 136-145 2. *URBAN AMERICA* (Sadlier) Chapter 11, pp. 136-145	1. *PEOPLE AND THE CITY* "Landlord and Tenant" (Scott Foresman) 2. *PEOPLE AND THE CITY* "Housing Conflict" (Scott Foresman) 3. *CHRISTMAS CITY FAIR, July 1972*, pp. 3-8, 11-12, 22-29 4. *BETHLEHEM OF PENNSYLVANIA* (Bethlehem Book Committee, Chamber of Commerce)	Films 1. 3715 *A World Full of Houses* Filmstrips 1. 657 *"Homes Around the World"* 2. *The City Today and Tomorrow* 3. *"What Is A City: Urban Challenge"* 4. *"Nature, Man, and Architecture"* 5. *"Modern Structures in Steel and Concrete"** 6. *"Buildings in Neighborhoods"* 7. *"The Elements of Architecture"* 8. *"Greek"* 9. *"Early Christian and Byzantine"* 10. *"Gothic"* 11. *"Light and Color in Architecture"** 12. *"Architecture in the 20th Century"* Lloyd Wright, Le Corbusier, Gropius, Mendelsohn* 13. *"Architecture in the 18th and 19th Centuries."* * *Could also be used in Vision of the Future unit.*	

LITERARY EMPHASIS: POETRY

Performance Objectives	T E A C H I N G Total Class
1. Through observation and discussion, a student will be able to demonstrate his awareness of what poetry is.	1. a. Film No. 807 *What is Poetry?* Filmstrips with cassette and records. b. Class discussion on various types of poetry emphasizing that a poem contains the following characteristics: 1) Imagination 2) Emotion 3) Truth 4) Sense impressions 5) Concrete language 6) Rhythm 7) Pleasure c. A poem illustrating each characteristic should be read to the class and discussed.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Committees will research types of poetry which will be studied (i.e., poems tell a story, express feelings, express ideas, and describe). 1) Committees formed to research and report back to the total class what is meant by topic assigned? How does the poem fit the area?	1. a. Research poems and poets from your small group which does what you wish it to do (i.e., show pleasure, emotion, truth, and/or imagination). Prepare to read to total class the poem of your choice. b. Research and tape advertisements from TV or radio which reach you. Are they a form of poetry? Why? Write your own advertisement to sell a product using lyrics and music. c. Bring to class a well-known ballad from the native country of your forebears, play it to total class, translate it for class, and lead a discussion as to its story—Is there an American ballad which tells this particular story? d. Design a record jacket about a ballad—Use for bulletin board display. Write a short story about a ballad (i.e., John Henry), use dialogue effectively, and present to total group. e. Write a ballad about someone in your class whom you feel would make the perfect subject (i.e., Good looks, athletic ability, intelligence, and personality). Begin your campaign to "sell" your subject to the total class. Write lyrics for your ballad and tape with musical background. f. Make up a two or four line jingle that pokes fun at some product. Here are some first line starters: 1) "Get Prell, the hairspray that's different." 2) "Your dog will howl for Alpo." 3) "Crest keeps teeth white." Read these to the class. g. Select a poem that you really like and describe its content in a prose summary. Compare your summary with the poem itself. Which do you think is more effective? Why?	

Performance Objectives	T E A C H I N G Total Class
2. Student will demonstrate the ability to write poems, simply and naturally, about things that are part of their lives.	2. a. Teacher distributes pictures of scenes or characters. b. Teacher plays classical, jazz, rock and electronic music. c. Teacher discusses nature poetry - if possible class should go outdoors. d. "Five Step Poetry" - teacher introduces five steps: 1) write down a noun 2) on the line below that write two adjectives 3) third line - three verbs that tell what the noun on the first line does 4) fourth line - write a thought about your noun 5) fifth line - repeat the word in line one, or a synonym or related word. e. "Forming a Diamond" - teacher introduces directions: 1) line one - a noun 2) line two - two adjectives describing the noun 3) line three - three participles 4) line four - four nouns related to the subject 5) line five - three participles indicating change or development of the subject 6) line six - two adjectives carrying on the idea of change or development 7) line seven - write a noun that is the opposite of the subject f. Teacher introduces poetry games 1) "Hidden-door game" - student imagines what's behind a "door" and writes it in poetry. 2) "I wish...." poem - student completes the statement with whatever he wishes or dreams. 3) "I used to....but now...." - using their imagination poem can be finished with fact or fiction. g. Teacher writes a word on the board (i.e., "noises" - teacher will elicit suggestions from the class - committees formed to write original poetry. h. Teacher introduces Haiku poetry. Class creates a Haiku poem.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Write poetry using the pictures. b. Write a poem creating images and feelings given by each type of music. c. Class writes poetry dealing with nature and surroundings. d. Write "Five Step Poetry." e. Students will write Diamond poetry. f. Committee work suggested for all games. g. Write a poem of a special moment in your life - include the colors and sounds of the moment. Recall some strenuous physical activity (i.e., swimming, hiking) describe in poetry the sensations experienced. "Unfinished Poetry" - Write a second line that rhymes with one of the following verses: 1) "There's one thing I'll say for my brother." 2) "My father always has lots to say." 3) "Give me something to wish for, here's what it'd be." h. Committees write Haiku poetry - poems will be illustrated by pictures, collages, drawings, paintings, mobiles, or construction.		

Performance Objectives	T E A C H I N G Total Class
3. Given selected poems, a student will demonstrate his ability to recognize that poems tell stories; poems can be sung.	3. a. Teacher reads to the class a few lines of prose and a few lines of poetry. Discuss which is poetry and why. b. Have class write down or sing some of the rhyming jingles and singing commercials heard on radio and television. Be sure all poetry written in class is heard through reading aloud. c. Form groups to do the following activities: 1) Finish these first line starters–"A flea and a fly in a flue." –"There was a pup named Banners" –"There was a young speedster called Slim" 2) Add a last line for humorous epitaphs– –"Here lies Jud Hall–May he rest in peace–" –"Here lies Jezebel Mills–It's too bad she died–" 3) Describe the following: A cold wind? A sunset? A drum? Dancing? A lawnmower? A fire siren? Summer clouds? d. Write an original poem in which you really feel something (i.e., excitement, pleasure, anger, unhappiness, pain, etc.). Use topics such as: Loneliness, an airport, the city, a trip to the Bethlehem Steel, a story of a flood, fire, etc. e. Draw a "door" on the board and show class a picture of a door. Have class write a short poem as to what or who is on the other side of the door. f. Initiate a group poem. Class will choose subject for a poem. Elicit prominent features of the subject. Have students suggest words, which best describe each of its features. List on Board. Construct the poem line by line from the suggestions given by the students. g. Introduce class to ballads by the following techniques: 1) Play ballads with musical instrument if possible and explain as they are being sung. 2) Play records of ballads for the same reason. 3) Read collection of ballads from *Literary Heritage* to tell a story (i.e., Mrs. McGrath, John Henry).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. a. Research American ballads as to particular locations: 1) Southern Appalachian Area (Gateway) –"Ballad of Ira Hayes" –"The Mountain Whippoorwill" –"The Cremation of Sam McGee" 2) Cowboys of Western Plains (Gateway) –"Cowboy's Lament" –"Ballad of Ira Hayes" –"As Long as the Grass Shall Grow" 3) People Associated with Labor Movements (Gateway) –"John Henry" –"Big Bad John" b. Research foreign ballads (i.e., Australian "Bush" ballad. West), Foreign ballads (Gateway): 1) "Conde Olinos" Spanish 2) "The Strong Swimmer" French 3) "Captain Kidd" English 4) "Kevin Barry" Irish 5) "Brian O'Linn" Irish 6) "Billy Boy" Irish 7) "The Ballad of Moll Magee" Irish 8) "The Pied Piper" German 9) "The Glove and the Lions" Spain		

Performance Objectives	T E A C H I N G Total Class
3. Continued	3. h. Show film No. 3077 *Folk Songs of America's History* as an introduction for American folk music from early colonial days through far western expansion in the late 19th Century. i. Play recordings of ballads (i.e., Burl Ives, etc.). Discuss ballads as a story in verse and relate to recordings. 1) Initiate writing a class ballad by starting with a recent happening in the school (city) or something original. Write line by line suggestions from the students on the board for the first stanza. Class or groups can complete the ballad. Read and discuss. 2) Select committees to write a ballad about a popular personality (i.e., Muhammed Ali, Chris Evret, George McGovern, Evel Knievel, etc.). j. Introduce pop/rock recording of "Where Do The Children Play?" by Cat Stevens (Freshwater Music, Ltd., Irving Music, Inc. BMI, 1970). Class writes down their own answers to the question that the title of this lyric asks. Where do the children in your neighborhood play? Is it a good place to play? Will there ever be so many buildings and roads that there will be no empty space left for parks and recreation areas? k. Form groups and have each group select their own pop/rock song. Present lyrics to class as modern poetry. Play recording to class and discuss.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
3. Continued	3. Continued	

Performance Objectives	T E A C H I N G Total Class
4. Given selected poems a student will demonstrate his ability to recognize that poems express feelings.	4. a. Using transparencies or mounted pictures of people, places and/or things, have students recognize and discuss what type of feeling is expressed by pictures. Poets paint pictures with words, and artists paint pictures with colors. Transparencies No. 28-32. b. Read poems or verses to the entire class. Elicit from students what is the mood of each? How does the rhythm and the sound of the words help to create this mood for the reader? c. The teacher discusses emotions (i.e., fear, excitement, etc.). A specific situation is discussed concerning a specific emotion: 1) Fear: You are alone in your tent on a dark, threatening night, trying to fall asleep; a dog barks and branches creak. The class responds to this specific situation by writing a poem revealing their fear. 2) Sympathy: Pictures/posters on board with children with begging bowls, display of crutches and bandages on desk, etc. class responds by writing a poem revealing their feeling of sympathy. 3) Happiness: Pictures on board of a smiling child wearing a party hat, cake on desk with lighted candles, etc. class responds by writing a poem revealing this feeling of sympathy. d. Start a poem with "I wish...." then complete the statement with whatever you wish for. The form is up to the student. –Start a poem with "I used to....but now...." –Start a poem with "Who am I?" e. Present a mood picture of a person to the class that sets off vibrations in your mind. Ask questions: Who is this person? Why is he doing what he is doing? What are his thoughts? Try to become this person. Write a poem about your feelings.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
4. Committees formed to read from Literary Heritage section on poems; express feelings from "Poems to Enjoy." Develop one poem of your choice, develop it into a skit, and present it to total class.	4. Write emotion–one line expressions of feelings. Happiness is– Loneliness is– Follow up with limerick or cinquain on specific emotion or feeling. Read to total group.	

Performance Objectives	T E A C H I N G Total Class
5. Given selected poems, a student will be able to recognize simile, personification, and metaphor as literary devices.	5. a. Class discussion–teacher lecture, with examples as to what literary devices can be employed to convey ideas for poetic interpretation and writing. Use transparencies and mounted pictures to convey literary devices such as simile and metaphor. b. Discuss the language of poetry in everyday speech (i.e., weeping willow, White Horse Pike, brown-eyed Susan, skeleton in the closet, bull in a china shop, etc.). Explain the literary devices of metaphors and similes as comparisons in poetry. c. Have class create their own comparisons giving them incomplete sentences (i.e., Martin Towers loomed like ..... For her, home was .....) d. Select words for class to write in one sentence comparisons (i.e., A razor blade is like a stainless steel theater ticket, etc.).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
5. a. Research literary devices (i.e., simile, personification) and explain what they mean, and bring to total class examples showing how poet utilized them in his writings. b. Carry out the group activities suggested in Total Class discussion (7d). Bring pictures to class that you find will illustrate your poem. Mount these pictures and write your poem below it.	5. Find similes and metaphors in books, magazines, and newspapers. Listen and record them from radio and television programs. Bring them to class. Be prepared to tell what is being compared and why you find these comparisons effective. Can you make up some of your own?	

RELATED MUSIC ACTIVITIES

Performance Objectives	T E A C H I N G Total Class
1. Students will discover the function of form in musical composition.	1. Introduce Lesson 7 "Making Music Your Own," page 16. (This lesson corresponds with the unit designed for Language Arts and Social Studies Physical Structure.) Through the content of this lesson, the students should be able to gain knowledge of a musical sentence and the other components such as: 1) Organization and balance of musical ideas. 2) Repetition and contrast of musical ideas. 3) Order and sequence of musical ideas.
2. Students will discover the components of simple song form and distinguish them in the ballad.	2. Introduce second part of lesson 7 - explain a paragraph of music (i.e., Haydn's Symphony No. 94). From the example given in the lesson, the students will know the *Marines Hymn* is an example of *three-part* song form (ABA). "The King of Yvetot" (A French Folk Song) is a two-part song form (AB).

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. In a small group classify other songs in class which comprise the organization and balance found in the following: "Everytime I Feel the Spirit" (Spiritual) (ABA) "The Ministrel Boy" (Irish Folk Song) (ABA)	1. Give a report which challenges, such as, "The components discussed in class do not fit all music." Present forms which do not have balance and organization, which use extreme *repetition*, which lack contrasting musical ideas such as those found in the new Psychedelic and Rock music?	
2. a. Search for popular songs which follow the forms discovered in class–two part or three part. b. Search, with the help of the teacher, other song forms or larger forms found in a symphony.	2. Find a specific artist and prepare a listening lesson of simple folk songs such as: 1) Folk Songs of American History (Northeast) 2) Folk Songs of the Forties (Broughal) 3) Folk Songs of Many People (Nitschmann)	

TEXT

1. *GRAMMAR AND COMPOSITION* Harcourt, Brace, Jovanovich
2. *THE NEW BUILDING BETTER ENGLISH* Row Peterson
3. *LITERATURE TO ENJOY, POETRY TO ENJOY* MacMillan Literary
4. *COMPOSITION: MODELS AND EXERCISES* Harcourt, Brace & World

SUPPLEMENTARY MATERIALS

1. *ENGLISH I* Hayden Book Company
2. *GATEWAY ENGLISH* MacMillan
3. *FUNDAMENTALS OF THE RESEARCH PAPER* Kenneth Publishing
4. *COMPOSITION THROUGH LITERATURE (B)*
   American Book
   Fact or Opinion
   Handbook of Writing Skills
   Wake Up Your Senses
   What It Was Like
5. *CALL CHRONICLE REVIEW*
6. *STORIES OF THE INNER CITY* Globe Book Co.
7. *NOW POETRY* Xerox Corporation

AUDIO-VISUAL

Films

1. 682 *Writing a Report*
2. 235 *Importance of Making Notes*
3. 3604 *Making Yourself Understood*
4. 234 *Know Your Library*
5. 792 *Know Your Library*
6. 807 *What Is Poetry*
7. 3755 *Grand Canyon Suite*
8. 3079 *Folksongs of American History*

Filmstrips

1. 1D6 to 1D9 *The Paragraph*
2. *Living Poetry Series*
3. 1D119 to 1D124 *American Poets*

Records

1. R573 *Prose and Poetry Enrichment Record*
2. R528 *Forms of Poetry*
3. R529 *Anthology of Negro Poets*
4. R531 *Treasury of Greek Mythology*
5. *Today's Poets No. 1*
6. *Today's Poets No. 2*
7. R441 *The Nature of Poetry*
8. R317 *Golden Treasury of Poetry*
9. R313 *Golden Treasury of American Verse*

SPEAKERS

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
		Transparencies 1. *Writing Through Pictures* Technifax Educational Corporation 2. Visual Materials, Inc. *Using the Dictionary* *Using Your Library* *Developing Composition Skills*	

VISION
OF
THE
FUTURE

BETHLEHEM AREA
SCHOOL DISTRICT

Bethlehem, Pa.

VISION OF THE FUTURE

VISION OF THE FUTURE

(Suggested time – 3 weeks)

OVERVIEW

The purpose of this concluding unit is to enable each student to utilize the information and insights he has gained through a year's study of city life. It is hoped that now he can reassess his earlier concepts of the city and its problems, express them in greater depth, and support his conclusions with reasons. The activities in this unit will encourage the student to form hypotheses about the future of the cities, and to consider whether tomorrow's cities can realistically meet the needs of their residents. The student will attempt to plan a city where people can enjoy a quality of life known to only a limited degree today.

GENERAL OBJECTIVES:

SOCIAL STUDIES

- ..... The student will review and restate his understanding of the overall favorable and unfavorable aspects of urban living by listing pros and cons and offering reasons and evidence for his choices.
- ..... Students will hypothesize as to ways in which the environment of urban areas will change with the advent of modern technology.
- ..... Students will be able to apply the knowledge gained in this course and relate it to a city of the future, real or imaginary.

FUNCTIONAL

- ..... Debating
- ..... Reading novels
- ..... Writing character sketches, news articles, poetry, short stories, diaries

VISION OF THE FUTURE

CONCEPTS

1. Interdependence
2. Recognition of limitations of environment and opportunity
3. Respect for rights and values of others
4. Commitment to one's own values
5. Clarification of values
6. Objectivity
7. Recognition that man is capable of altering his environment
8. Cultural change
9. Social organization
10. Institutions
11. Needs and wants
12. Land or property
13. Industrialization
14. Distribution
15. Resources
16. Production
17. Efficiency
18. Trade
19. Public services
20. Technology

PROCESSES

1. Critical thinking
2. Clarify and substantiate one's own values
3. Develop hypotheses:
   a.) Develop a hypothesis on basis of data
   b.) Test hypothesis in light of evidence
   c.) Modify, reject or restate hypothesis to form generalizations
   d.) Synthesize by combining concepts, principles and generalizations relating to a particular problem which has been analyzed
4. Locating resources

Performance Objectives	T E A C H I N G Total Class
1. Drawing on the knowledge acquired in the earlier units, the student will demonstrate an understanding of the overall favorable and unfavorable aspects of urban living by listing pros and cons and offering reasons and evidence for his choices.	1. a. Based on investigation D, "Why do People Live In a City?" *Patterns of the City*, pp. 170-171, a discussion will be held toward some agreement on the major advantages and disadvantages of city life. 1) List each point on board and compile a total class list. 2) A majority and minority class report can be given. 3) Using information gathered in this course and using *Patterns of the City*, students will be able to plan a city incorporating the advantages of urban life and avoiding as many of the disadvantages as possible. b. NOTE: See SIR for language arts activities.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
1. a. Groups using investigation D "Why Do People Live in a City" *Patterns of the City*, pp. 170-171, will draw up a list of pros and cons of city life. b. Of the list drawn up by the class, how many of the advantages are found in Bethlehem? The disadvantages? c. Report to the class on your group's findings and try to resolve opposing viewpoints–insist on supporting evidence. d. Debate: Resolved: the city of the future will develop around the core rather than suburban sprawl.	1. Language Arts (Vision of the Future Workbook, SIR.)	

Performance Objectives	T E A C H I N G Total Class
2. Students will be able to hypothesize how modern technology will change urban areas as they now know them.	2. a. Show filmstrip "Our Alabaster Cities." b. Class discussion of problems faced by cities. 1) Lack of money for schools, buildings 2) Pollution and the role of industry 3) Flooding, natural disasters 4) Unemployment 5) Crime 6) Overcrowding, etc. c. Discuss the concept of "people and nature" now and in the future. Do you expect any change? Why? d. Discuss the possibilities for home building in the future. (i.e., underwater, glass homes, suspended in air) e. Invite an architect to class and interview him on homes and building materials of the future. 1) See Teacher's Resource Volunteer Directory, p. 3. f. *Problem Solving Booklet*, "What Will They Invent Next?" pp. 101-104.

S T R A T E G I E S		
Small Group	Individual	Teacher Notes
2. a. Using the points raised in the class discussion, consider how cities of the future might cope with the problems (i.e., mass transit, limited private transit and high rise apartments versus private homes). b. Design a system of mass transit for the year 2000. What kind of fuel would it use? c. Design a model of a building using the principle of stratification (i.e., homes, shops, schools, transit all on different levels in one building). d. Redesign our highways and airport to facilitate future use. e. Design a home that could withstand a flood, a fire, a tornado. f. Trace the origin of mobile home living. What are its future possibilities? g. Design the style of clothing that will be worn in the year 2000 A.D.	2. a. Design road signs of the future using only shapes, patterns and colors. Why is the trend away from using words? b. Design a piece of furniture that might be used in the year 2000. List materials used and why they're used. (Categories: seating, sleeping, serving, storage, multi-functional; make a model if possible.) c. Write an essay: What kind of special rooms might a home have in the future. (i.e., organic green house, computer room). d. Show how a home might look in the year 2000 if the problems of the city are not solved (i.e., crime, pollution). e. Read novel *1984* by James Orwell. Report to the class on how you feel this type of society could come about. f. Read one of the following novels and report to the class: *1984* by James Orwell, *The Andromeda Strain* by Michael Crichton, *Future Shock* by Alvin Toffler, *2001: A Space Odyssey* by Arthur C. Clarke and *Dune* by Frank Herbert.	

VISION OF THE FUTURE

Performance Objectives	T E A C H I N G Total Class
3. Students will be able to use the knowledge gained in the course and relate it to his own city or a hypothetical city.	3. a. Using quarter inch graph paper, groups can chart out an imaginary city in the year 2000. Different colored pencils might stand for different things (i.e., blue-industry, red-homes, etc.). Use "Investigation E" "How would you build a city?" in *Patterns of the City* (pp. 174-178) as a guide. The teacher may want to give some of the groups an obstacle to their city's construction. (i.e., a mountain, a body of water, etc.) b. Play game, "Make Your Own World," from Coca Cola's *Man In His Environment* Kit. c. The students, through a simulation activity, will discover the assets of the strict gridiron street pattern as opposed to the random patterns found in many urban areas. (See "Patterns for Learning," SIR.)

STRATEGIES		
Small Group	Individual	Teacher Notes
3. a. Groups could compile a tourist's guide to Bethlehem that would tell a visitor about various aspects of his city. Committees could be formed to deal with each aspect (i.e., industry, education, physical structures, etc.).	3. a. Individual students may be asked to plan an advertising campaign to sell the merits of their city to others. Each could go before his own class, another 7th grade class in the school, or a 7th grade class in another junior high school. He should be prepared to answer students questions and to defend his ideas.	
b. Cities of the future could also be developed using *The City Today and Tomorrow* (pp. 60-61).	b. Compose a diary of "A Day in the Life of a Teenager."	
c. Group to write articles for the local newspaper on their "City of the Future."	c. Write a short story of how your future city will overcome the transportation problem.	
d. Group to write character sketches of leading citizens of their city.	d. Write a poem about your city of the future.	
e. MUSIC: Create your own musical drama; setting could be some place in Bethlehem, a school situation comedy; incorporate music and singing of your own choice; (original or known).	e. Search for specific localities where composers have centered a stage production for a "Broadway musical." (i.e., New York–urban–"West Side Story." New Orleans–"Porgy and Bess." "Oklahoma"–Mississippi–"Showboat.")	
f. ART: Design costumes and scenery obtained from the natural environment such as trees, rocks, logs; school environment. Form committees for make-up; technicians for taping, props and actors.	f. 1) Create a miniature stage design utilizing specific features which identify the production with the location. (i.e., tall building, brick struction with graffitti (decent) – New York [*Newsweek*, April 1967].)	

TEXT	SUPPLEMENTARY MATERIALS	AUDIO-VISUAL	SPEAKERS
1. *CHALLENGES IN OUR CHANGING URBAN SOCIETY* (Laidlaw), Ch. 22, pp. 288-297. 2. *URBAN AMERICA* (Sadlier), Unit 6, pp. 226-239.	1. *PATTERNS OF THE CITY* (Noble and Noble) pp. 170-178. 2. *THE CITY TODAY AND TOMORROW* (Holt, Rinehart, and Winston) (Multi-Media Kit) pp. 60-61. 3. Game, "Make Your Own World" *MAN IN HIS ENVIRONMENT* Kit (Coca Cola).	**Films** 1. 5192 *Why Man Creates* (Color 29 M). **Filmstrips** 1. *Our Alabaster Cities* 2. *Architecture and Your Life* 3. *Modern Structures in Steel and Concrete* 4. *Light and Color in Architecture* 5. Lloyd Wright, Le Corbusier Gropius, Mendelsohn **Channel 39 T.V.** 1. The Lehigh Valley, Program 15, *Present Patterns and Future Planning* 2. Cultural Understanding, Program 14, *Understanding for the Future*	